PEAK

RELATIONAL TRAINING SYSTEM

EVIDENCE-BASED AUTISM ASSESSMENT AND TREATMENT

Direct Training Module

Dr. Mark R. Dixon

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P.E.A.K. Relational Training System: Direct Training

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About the Author

Dr. Mark R. Dixon, BCBA-D, received his Ph.D. in Psychology from the University of Nevada and has been a Board Certified Behavior Analyst for over a decade. He is the founding President of the Illinois Association for Behavior Analysis and has also held the President position for the MidAmerican Association for Behavior Analysis. Currently he is an Executive Council Member for the Association for Behavior Analysis International. Mark's interests span the field of behavior analysis including the study of complex operant behavior, verbal behavior, the development of language, and organizational behavior which has led to the publication of 5 books and over 130 articles in peer-reviewed journals, and more than 400 national and international presentations. In further service to the field, Mark has served as the Editor for *Behavior Analysis in Practice* and an Associate Editor for *Journal of Applied Behavior Analysis* and *Journal of Organizational Behavior Management.* Dr. Dixon has generated research and service funding totaling more than 1.5 million dollars to infuse behavior analysis in schools, alternative education sites, and other facilities serving those with autism or other developmental disabilities, and to create a behavioral therapy clinic for the analysis and treatment of pathological gambling and obesity. His expert opinions and research have been featured in *Newsweek, Time, The New York Times, National Public Radio, This American Life,* and regional affiliates of ABC, CBS, and PBS.

Acknowledgements:

While this has been the vision of one, it has been the work of many. They are the ones who deserve credit for making PEAK a reality. Perhaps the biggest inspiration came from seeing my two daughters Monica and Mariah develop over the past 8 years. I marveled at the growth in their repertoires, which at times, seemed to change within a few days. It led to many hours of discussion with my wife and colleague Ruth Anne Rehfeldt as to where behavior analysis seemed to have explained things correctly and where things appeared fuzzy. These events were complimented by my teaching of Skinner's and Post-Skinner's Verbal Behavior to my graduate students, and observing existing clinical services delivered by ABA therapists to children with autism throughout the southern Illinois region. A wealth of powerful data were emerging from the derived relational responding community for decades, but none of it was being put into practice for the persons that needed it the most. In 2009, Rehfeldt and Barnes-Holmes laid a conceptual and empirical framework for change, yet the call from classrooms across the globe still needed to be answered. PEAK hopes to take the next step towards an integration of the most recent developments in applied behavior analysis to teach language and cognition to persons with disabilities. PEAK is not designed to be a replacement for good sound behavioral intervention, standardized reading/math programs, speech services, occupational therapy, physical therapy, or social work. Instead PEAK is intended to fill the individual's gaps of their learning repertoire. PEAK seeks to get persons to *know* what they say, and understand what others *mean*. A wide variety of nonhuman animals can learn to pick various objects from stimulus arrays, use sign or vocal responses to "speak" to us, and perform motor responses upon command. Yet, to me there seems to be something more needed to become truly human. We need to think about the future, we need to be able to imagine, to worry, to dream, to love, and to care about what is happening with other people. These fuzzy terms are not beyond a science of behavior analysis, but they are beyond the existing level of ABA therapy intervention found in the marketplace. PEAK will attempt to change everything.

As you venture into the first Module of PEAK, you may find a large overlap in content with available alternative systems of ABA therapy. However, I can assure you of two differences. First, you will discover that the level of complexity evolves into repertoire development atypical of standard ABA Therapy. Most notably the differences can be seen in the later programs where learners are taught how to modify their own verbal responses, improve memory skills, guess about the future, develop audience control over language content, use metaphors, and even understand humor. Second, you will notice that everything that you might expect to be in an ABA curriculum is not found within the 184 programs of this module. This was intentional, because PEAK uses four learning modalities (Direct, Generalization, Equivalence, and Transformation) to foster the entire learner's repertoire. Each additional modality has its own 184 skills, and they work interactively with this first Module. If there is something you do not seem to find in the Direct Module, you will more than likely find it in Generalization or beyond.

As I write this just days before the release of the Direct Module I must thank the many additional individuals who took the risk with me that PEAK would work, and put their children's, clients', or students' lives essentially in my hands. The first group is made up of a variety of Special Education Directors, School District Coordinators, and other personnel that had the faith. Their confidence in me took PEAK from idea to reality. If not for them, hundreds of lives would not have been changed. They include: Christina Denman, Susan Szekely, Cindy Penrod, Pam Tyler, Bambie Bethel, Kristin Korte, Laura Langley, Kim Byers, Allison Storm, and Mike Wegar.

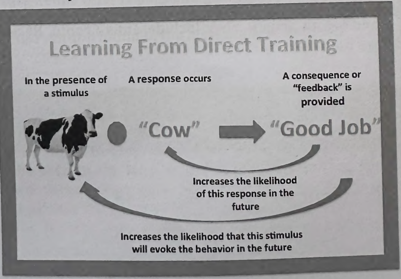
The next group of people includes my intellectual peers within the behavioral community. They have served as PEAK implementers on the front lines and in their classrooms at various universities promoting a message of change. Each has carefully kept PEAK under the radar until the data of support starting coming in. They include: Terry Falcomata, Autumn McKeel, and Alyssa Wilson.

Finally, I must thank my graduate students at Southern Illinois University who have graciously spent many sleepless nights trying to put my crazy ideas on paper. These inspirations often took the form of one-sentence texts, a rambling phone call in the middle of the night, or the all too descriptive phrase of "just figure something out." The leaders in this movement have been Seth Whiting, Jacob Daar, and Kyle Rowsey. They are young BCBAs and my doctoral students. I see big things ahead for them, with and beyond PEAK. When you read through the programs in this Module, you will see my work, but their tireless contributions as well. There are a number of others who have played the role of program designers and field-testers. These include Allie Hensel, Nick Reetz, Kayla Alvis, Johnna Dunning-Jackson, Keely Sabini, and Ryan Speelman. Many of my graduate students also served as proof checkers, typo finders, and layout artists. They include Anna Cronin, Rachel Enoch, Ashley Tanner, and Sara Buitrago.

Implementing the Direct Training Module

The Direct Training Module of the PEAK Relational Training System focuses on one of the simplest learning processes called contingency-based, or *directly trained*, learning. Contingency-based learning occurs when correct responses to questions or instructions are increased by feedback following the response. For example, if one wanted to teach an individual to answer a simple question such as *"Is this a ball?"* the trainer need only wait until the child correctly nods or shakes his/her head before providing meaningful feedback, ex. praise, edibles, or toys, etc. Learning in this manner is often called "direct learning," and the skills "directly taught," because all questions and answers need to be taught individually. For example, when learning to label objects, learning the name of one object does not also teach an individual to name a different object; each correct response to a specific object must be directly reinforced.

Learning in this manner is characteristic of early language acquisition and requires few pre-requisite academic skills as the individual need only to associate a specific response with a specific question.


Learning From Direct Training
In the presence of a stimulus
A response occurs
A consequence or "feedback" is provided
"Cow"
"Good Job"
Increases the likelihood of this response in the future
Increases the likelihood that this stimulus will evoke the behavior in the future

Overview of the Learning Environment and Stimuli Selection

In order to directly teach language skills using a contingency-based approach, an instructor must first identify and arrange an environment that is conducive to learning. For most students, a table with two chairs in a quiet space free of distracting stimuli, such as toys or video screens, is adequate. For early learners, a space on the floor of a playroom is often easier to teach in, as many such learners have not yet learned to sit at a table for prolonged periods. Regardless of the specific space you select, the most important consideration when choosing a learning environment is how well you can maintain control of stimuli. For example, keeping the attention of your learner is unlikely in a setting where a movie is playing in view or toys are easily accessible. As contingency-based learning is dependent on the ability of the teacher to provide meaningful feedback when a correct response occurs, a learner who can freely access items that are used as feedback is unlikely to discriminate feedback when it is provided. Additionally, a good learning environment will also allow the instructor to have all needed materials on hand and include adequate space to present stimuli. Ultimately, the choice of learning environment must fit the context in which lessons are to be taught in and address any special needs of the learners. For this reason, learning environments should be individualized to meet the functioning level of the learner and availability of learning space.

Task-Related Stimuli: As no two individuals are exactly alike, specific stimuli used with each learner should reflect the particular needs of that learner. We encourage instructors to create stimuli that are appropriate to their learner's sensory, developmental, and functioning levels. For example, an early learner child may require stimuli that is more colorful and cartoon-like in nature while an older individual may learn better using realistic stimuli. Like-wise, stimuli selected should be relevant to the learner's life and context. In other-words, stimuli that the individual is likely to encounter in their lives should be selected over stimuli that are irrelevant to the learner's environment. For example, it may be more important for a child who lives in a large city to learn the names of urban dwelling animals rather than farm animals.

Reinforcer Selection: As consequence-based learning requires the presentation of feedback, it is often necessary to identify preferred items or activities that will serve as the consequence for getting responses correct. As with task-related stimuli, it is very important to select reinforcers (items that serve as positive feedback and encourage similar responding in the future) that are specific and functional to the learner; not all students are likely to respond to the same tickles or statements of praise. Identification of potential reinforcers can be done informally by asking those familiar with the learner what the learner enjoys or by conducting a preference assessment. Preference assessments can be as simple as asking the participant what they want to work for or by observing what items or edibles the individual engages with.

One common and easy to implement preference assessment involves presenting the individual with several items and asking them to select one. Whichever item the individual selects first is likely to function as a reinforcer for that session. Keep in mind that preferences often change over the course of time, even during a session, and so preference assessments should be conducted frequently. If an individual does not engage with a particular reinforcer item, it is probably time to conduct a preference assessment.

Ideally reinforcers should be:

- Easy and quick to deliver
- Immediately usable or entirely consumable
- Accessible to the individual only when provided by the instructor
- Unlikely to create satiation of use or fatigue

As some reinforcers may not fit these requirements, i.e. they are too large or take to long to consume, a token economy may be used. A token economy is simply a method of providing feedback in the form of tokens, such as coins or stickers, which are later traded for the larger reinforcer.

When a highly preferred reinforcer cannot be identified, escape from the learning environment maybe function as a reinforcer. Escape can function as a reinforcer when the learner is more motivated to discontinue instruction or be left alone than to earn objects or activities. To provide escape as a reinforcer, instruct the learner that they are working for a "break." When the learner has responded correctly, tell them "Good job, you have earned a break!" It is very important that you always provide social praise when you provide escape as this will help teach your learner to value social feedback. Escape or "breaks" should be kept short so as not to detract from sessions.

The PEAK system is designed to be implementable with the items you would expect to find in an average classroom, home or online and thus no special material kit is required. However, we do encourage instructors to gather materials needed for each program prior to beginning a lesson as delays produced by searching for items between teaching trials can interrupt learning.

Conducting the PEAK: Direct Training Assessment

The Direct Training Assessment is a criterion-referenced survey that is used for determining the current repertoire of the learner and for identifying potential programs to target for instruction. This 184-item checklist allows instructors or caregivers to indicate whether they have observed the learner engaging in the specific skills covered in this module of PEAK. As each of the items included in this assessment correspond directly to a program in the PEAK curriculum, items that are determined to be absent in the participant's repertoire can be taught using the corresponding PEAK program.

PEAK PROGRAM ASSESSMENT
DIRECT TRAINING PROGRAMS

Choose one for each: Y = Yes N = No ? = Unknown

#	Name	Description	Y	N	?
1A	Eye Contact	After being given a prompt, the participant will make eye contact for two seconds			
1B	Hands Still	When asked, the participant will keep his or her hands still			
2A	Holding Eye Contact	After a prompt, the participant will hold eye contact for five seconds			
2B	Modeled Play	When shown an action, the participant will imitate simple actions with objects			
3A	Turn-taking	When asked, the participant will give a toy or offer a turn at a game			
3B	Sharing	When asked, the participant will allow others to use toys at the same time that he or she is using them			

Conducting the PEAK assessment can be accomplished either by indirect or direct observation.

- Indirect assessment of the participant's skills can be conducted by having persons familiar with the learner review the skills listed in the assessment. As these familiar individuals review the items in the survey, they should check either "yes" that particular skill has been observed, "no" the skill has not been observed or is observed inconsistently, or "?," if they are unsure. If a "?" is marked for a specific skill, that skill should be reviewed using the direct assessment procedure.

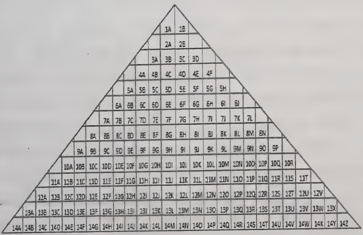
- Direct assessment of the learner's skills involves systematically presenting an array of 10 trials that represent the expectation listed for assessment items. For each item assessed, present 10 discrete trials that target a different question (SD) and correct response. For example, when assessing item **4B Imitate- One Step Motor Action,** the assessor may ask the learner to imitate waving, tapping, touching the head, clapping, putting hands up, etc. If the learner correctly responds to 9 or more trials out of 10 (90%), the assessment item should be marked as "yes." A "no" should be recorded if the learner does not meet the 90% criterion. Direct assessment is considered a more reliable and accurate measurement of the learner's current skills.

Regardless of which method is used to conduct the assessment, it is highly recommended that multiple individuals be asked to complete this assessment with the learner as results may differ based on each persons experience and rapport with the learner. In cases where assessors disagree on what to score a specific item, that item should be tested using the direct assessment method.

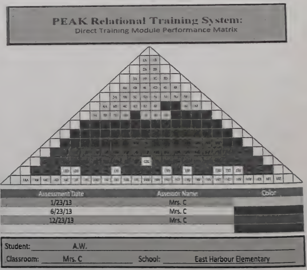
We recommend conducting this assessment every 3-6 months in order to adjust programing for the acquisition of new skills and the identification of skills that may need to be revisited.

Filling in the Performance Matrix Triangle

As a means of visually organizing the results of the assessment, the skills and programs included in the Direct Training Module of the PEAK system are arranged in the form of a triangle. While in general, the complexity of the skills in the triangle can be viewed as increasing as you descend through the triangle, the order of the programs are primarily arranged to facilitate the selection of target skills for acquisition.


1A 1B
2A 2B
3A 3B 3C 3D
4A 4B 4C 4D 4E 4F
5A 5B 5C 5D 5E 5F 5G 5H
6A 6B 6C 6D 6E 6F 6G 6H 6I 6J
7A 7B 7C 7D 7E 7F 7G 7H 7I 7J 7K 7L
8A 8B 8C 8D 8E 8F 8G 8H 8I 8J 8K 8L 8M 8N
9A 9B 9C 9D 9E 9F 9G 9H 9I 9J 9K 9L 9M 9N 9O 9P
10A 10B 10C 10D 10E 10F 10G 10H 10I 10J 10K 10L 10M 10N 10O 10P 10Q 10R
11A 11B 11C 11D 11E 11F 11G 11H 11I 11J 11K 11L 11M 11N 11O 11P 11Q 11R 11S 11T
12A 12B 12C 12D 12E 12F 12G 12H 12I 12J 12K 12L 12M 12N 12O 12P 12Q 12R 12S 12T 12U 12V
13A 13B 13C 13D 13E 13F 13G 13H 13I 13J 13K 13L 13M 13N 13O 13P 13Q 13R 13S 13T 13U 13V 13W 13X
14A 14B 14C 14D 14E 14F 14G 14H 14I 14J 14K 14L 14M 14N 14O 14P 14Q 14R 14S 14T 14U 14V 14W 14X 14Y 14Z

For each assessment that you complete, use the color listed to the right of the assessor name on the Performance Matrix sheet to highlight the programs on the triangle that your learner received a "yes" on during the assessment. Using different colored highlighters at each re-assessment will allow you to visually gauge the rate of skills acquired during each assessment interval.



PEAK Relational Training System:
Direct Training Module Performance Matrix

Assessment Date	Assessor Name	Color
1/23/13	Mrs. C	
6/23/13	Mrs. C	
12/23/13	Mrs. C	

Student: A.W.
Classroom: Mrs. C School: East Harbour Elementary

Using the PEAK Curriculum

One of the benefits of the PEAK system is that all assessment items correspond directly to a curriculum program. Each of these programs describes the objectives, materials, and procedures needed to promote learning the specific skill listed in the program. Additionally, each program includes tables for tracking relevant discriminative stimuli, responses, and progress within a program.

Selecting Programs for Instruction

PEAK makes selecting programs for acquisition easy. Simply identify the items on the assessment, or the units that are not highlighted on the triangle, and select the corresponding program from the Direct Training Curriculum. As the complexity of skills in the triangle increase as you move lower on the triangle, we recommend selecting skills to target that are near each other on the triangle or that follow the alphanumeric sequence of the programs, i.e. run 12A before 12B or 12C.

The number of programs that you choose to include as current targets should depend on the functioning level of the learner and the time-available to run programs. Early learners, who require frequent reinforcement and who have mastered few skills, may be more successful with fewer active programs. For these early-learners we recommend no more than 5 programs be run. On the other-hand, a more advanced learner may be able to simultaneously make progress on multiple programs. For these learners we recommend 5-10 programs. Another consideration in determining the number of programs to include is the level of compliance or presentation of disruptive behaviors by the learner.

It may be important to focus on fewer skills if your learner requires a greater degree of behavioral management.

Recommendations for Program Book Management

Running PEAK programs can seem over-whelming at first; however, keeping organized greatly speeds up instruction delivery and decreases the difficulty of monitoring progress.

For each learner we recommend creating a three-ring binder that contains the learners up-to-date Performance Matrix, program curriculum, data sheets, graphs, and other relevant information such as preference menus. Separating programs with index tabs is an easy way to ensure that the instructor can find program material quickly. Within program sections, it is often helpful to organize the program pages so that the program instructions are visible on the left side and the data sheets on the right side. As learners master stimuli, highlighting mastered stimuli on the program page can help to draw attention to mastered and current targets.

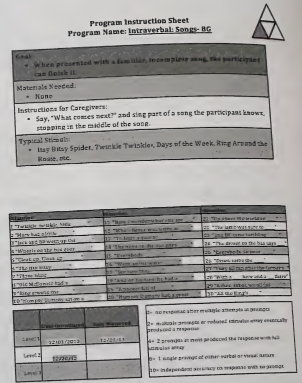
We also recommend maintaining a bin or container that has all of the required stimuli and reinforcers needed to run the selected programs. The less time spent looking for stimuli during a session, the more time can be developed and scheduled for ideal teaching.

Selecting Stimuli for Specific Programs

On each program page of the Direct Training Module, a table is provided for listing stimuli that you have selected to be targets for your learner. Stimuli should be selected that are both available and relevant to that individual's life. For some programs, it may be necessary to list both the stimuli used in the question (discriminative stimulus or SD) and the specific response expected. For example, in **8G: Intraverbal: Songs,** you may want to specify that stimulus 1 includes the SD "The wheels on the bus goes…" and the expected response "Round and Round."

Introducing Stimuli in Levels

Each learner will require careful selection of stimuli based on the current repertoire of the learner. As the purpose of the Direct Training Module is to reinforce contingency-based learning, it is important to provide stimuli that are new to the learner so that they have the opportunity to practice learning from feedback. Likewise, it is important to introduce stimuli and responses that vary in complexity and relation to each other. For example, in **8G: Intraverbal: Songs,** one would not want to introduce an entire song at one time, but rather build upon a single song, ex. stimulus 1 may be the "The itsy bitsy ….", where stimulus 11 might be "went up the water ….". In other cases, a program may include the opportunity for stimuli that are more difficult or complex. For example in program **5A: Vocal Imitation,** the sounds "ah" and "eh" are typically learn first while sounds like "ff" or "zz" more difficult to learn and produce. Because of this, it may be useful to introduce groups of stimuli that are organized by sequence or difficulty. For this purpose, we have provided an additional table that allows you to specify when you have introduced a series of stimuli and when those stimuli have been mastered.



Program Instruction Sheet
Program Name: Intraverbal: Songs- 8G

Goal:
- When presented with a familiar, incomplete song, the participant can finish it.

Materials Needed:
- None

Instructions for Caregivers:
- Say, "What comes next?" and sing part of a song the participant knows, stopping in the middle of the song.

Typical Stimuli:
- Itsy Bitsy Spider, Twinkle Twinkle, Days of the Week, Ring Around the Rosie, etc.

[illegible]	[illegible]	[illegible]
1 "Twinkle, twinkle little ___"	11 "How I wonder what you are ___"	21 "Up above the world so ___"
2 "Mary had a little ___"	12 "Who's fleece was white as ___"	22 "The lamb was sure to ___"
3 "Jack and Jill went up the ___"	13 "To fetch a pail of ___"	23 "and Jill came tumbling ___"
4 "Wheels on the bus go ___"	14 [illegible]	24 "The driver on the bus says ___"
5 "Clean up, Clean up ___"	15 "Everybody ___"	25 "Everybody do your ___"
6 "The itsy bitsy ___"	16 [illegible]	26 "Down came the ___"
7 "Three blind ___"	17 [illegible]	27 "They all ran after the farmer's ___"
8 "Old McDonald had a ___"	18 "And on his farm he had a ___"	28 "With a ___ here and a ___ there"
9 "Ring around the ___"	19 "A pocket full of ___"	29 "Ashes, ashes, we all fall ___"
10 "Humpty Dumpty sat on a ___"	20 "Humpty Dumpty had a great ___"	30 "All the King's ___"

	Date Introduced	Date Mastered
Level 1	12/01/2013	12/20/13
Level 2	[illegible]	
Level 3		

0= no response after multiple attempts at prompts
2= multiple prompts or reduced stimulus array eventually produced a response
4= 2 prompts at most produced the response with full stimulus array
8= 1 single prompt of either verbal or visual nature
10= independent accuracy on response with no prompt

Stimuli levels or program modifications should be applied anytime you predict that the learner may have difficulty with attempting to learn too many stimuli at once or when common stimuli may be too complex. In such cases, you wouldn't want to move on from the program when the learner has mastered only the simplified stimuli. For example in the program **11G: Which One Does Not Belong,** the learner is asked to identify which of three pictures is dissimilar from the other two. At first it may be necessary to only include categories and pictures with simple features or salient functions, i.e. shapes, food, or animals. A level two modification might include stimuli that are more complex, such as specific types of animals, objects that differ in how you use them, or community helpers. Increasing the complexity to a third level may include stimuli that are different with regards to how or by whom are they used. It may also be necessary to reduce the number of stimuli in a level when the learner is having difficulties mastering either the program or specific stimuli. In this case, also indicate a change in level by modifying the highlighting described above.

Highlighting stimuli on the program page can help to organize what levels the stimuli belong to. For example, using a yellow highlighter to designate level 1 stimuli can help to differentiate it from level 2 stimuli that are highlighted in blue.

Remember, the end goal of each program is not necessarily to teach the specific stimuli or targets, but rather to ensure that the learner has the ability to quickly learn responses to similar stimuli when directly taught. Some programs may only require exposing the learner to 10 different stimuli, while others may require 30.

[redacted]

Providing Instruction through Discrete Trial Training (DTT)

The PEAK system is designed take advantage of an instructional procedure call discrete trial training or DTT. Discrete trial training breaks down instruction delivery into clearly defined units and allows for the presentation of explicit feedback and data recording.

The primary characteristic of DTT is that questions are broken down and presented one at a time. This ensures that for each presentation of a question, specific feedback can be provided. For example, rather than completing ten math problems all at once before receiving corrections, discrete trial training would have you present each question one at a time so that correct responses can be immediately reinforced and incorrect responses can be immediately corrected.

In addition to separating instruction into trials, each instruction within a trial follows a specific sequence that takes advantage of the principle of reinforcement. Reinforcement is said to occur when the occurrence of a specific behavior is made more likely due to that behavior having been previously followed by a reinforcing event. For example, if you wanted to increase the likelihood that a learner will raise his or her hand, one might provide praise and assistance to that learner whenever he or she has raised a hand. Furthermore, when reinforcement is only provided when a particular response occurs after a specific stimulus event, such as a question, that stimulus event will likely begin to evoke the response in the future. This phenomenon, known as stimulus control, is what is responsible for our ability to learn that particular answers should only be given when an appropriate question is asked. For example, you wouldn't want to provide a learner with reinforcement whenever he or she yelled out their name as this would lead to the individual simply using his or her name as a request for reinforcers. Instead you would only provide reinforcement for stating his or hear name when you have asked the question, "What is your name?"

The DTT sequence includes a question or SD. If the learner responds correctly, reinforcement for the correct response is provided. If the learner responds incorrectly, the SD is re-presented followed by a prompt. Once the learner responds to the prompt, reinforcement should be provided.

Establishing Motivation: As DTT trials rely on reinforcement, it is important to establish that the individual is motivated to work for the reinforcers you have prior to presenting the trial. There are several ways to establish motivation. In some cases simply asking the learner, "Do you want to work for this?" If instructing an early learner, it is often necessary to first provide the individual with the reinforcer to see if they will engage with it. If the learner reaches for the reinforcer or continues to engage with the item, you can assume they are motivated to work for that item. By doing this you will also ensure that you have the attention of the learner.

Presenting the SD: Once you have determined that the individual is willing to work for the reinforcer, present the question and relevant stimuli to the learner. Be sure to make sure that both the question and the related stimuli are clear, i.e. ensure that only the relevant stimuli are on the table. It is also very important that you only present the SD once. Do not repeat the SD over and over as this can disassociate the SD from the correct response, and lead to increased non-compliance. If the learner correctly responds to the question, provide social praise and reinforcement immediately. If not, provide a prompt.

Providing Prompts: Prompting is a very important part of the DTT sequence as correct responding in the presence of the appropriate question is necessary for reinforcement to take place. Prompts are methods for producing an appropriate response when the discriminative stimulus or question is unlikely to produce it alone. For example, hand-over-hand guidance, providing a vocal clue, or presenting a related picture is likely to help a learner present a particular response even when the related question will not. As such, prompts serve the purpose of artificially producing the correct response after the question so that reinforcement can be provided.

Because different learners may need different prompts, prompt hierarchies can be used to systematically increase or fade prompting. As a learner becomes less reliant on a prompt, the prompt can be decreased in intrusiveness and completeness. For example, when teaching a learner to imitate a gross motor movement, it may be necessary to first provide hand-over-hand prompts. Once they consistently allow hand-over-hand prompting, you may fade the prompting from the forearm, followed by pointing to the learner's hands, etc. Vocal prompts can be decreased by the degree of completeness with respect to the final response. For example, "Say, Elephant," may represent the most complete prompt, while "Eleph," "Ele" and "El," may represent systematic fading.

When providing prompts, you should always restate the SD or question prior to each prompt. This is very important because the effects of reinforcement are greater when the delay between the SD and the correct response are minimal. Avoid providing any additional stimuli or instructions until the prompts are followed, i.e. avoid saying "nice try" or "almost" for incorrect responses.

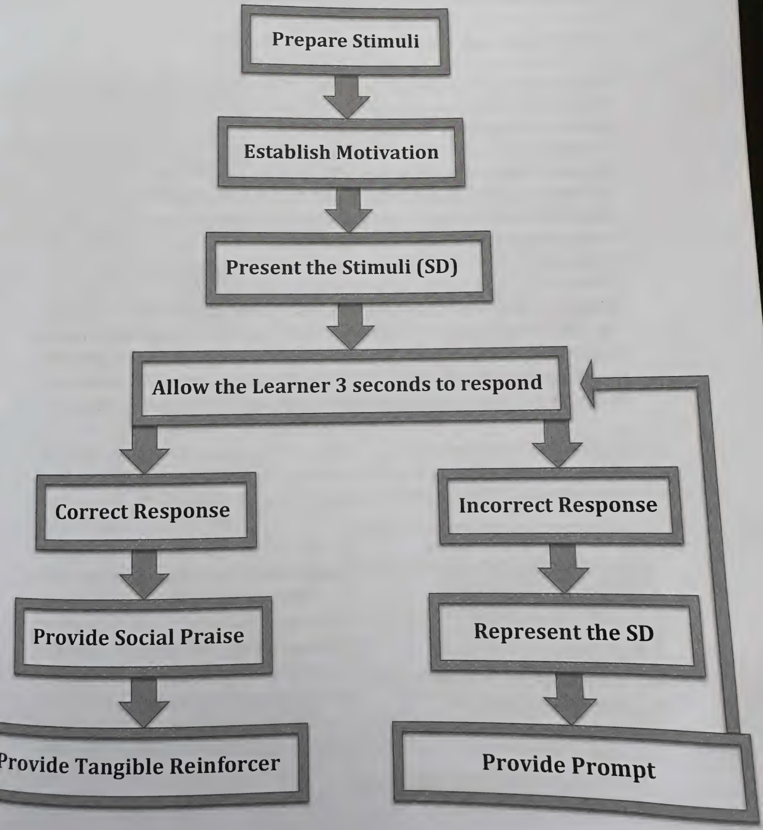
Providing Reinforcement: Once a correct response is achieved, immediately provide praise and reinforcement. Social praise should always be provided along with tangible reinforcers as this will eventually establish praise alone as a reinforcer.

Reinforcement works best when it is:

- Only provided following correct responses
- Paired with social praise
- Provided immediately following the correct response
- Consider "break" reinforcers for children that find the work tasks to be aversive. These breaks might be a minute or two in time which are indicated by a visual timer.

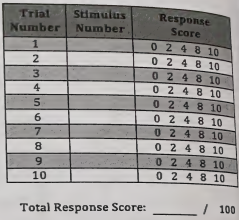
Addressing Challenging Behavior: Inappropriate behaviors can greatly decrease skill acquisition as these behaviors distract both the learner and the instructor from the task at hand. The DTT style of teaching is designed to decrease inappropriate behaviors by providing explicit instructions, frequent prompts, and high rates of reinforcement. If challenging behaviors continue to be presented during DTT sessions, it is recommended that the instructor contact a Board Certified Behavior Analyst (BCBA) or consult a behavior analytic resource on decreasing inappropriate behaviors in the learning environment.

PEAK: Direct Training Module
Discrete Trial Training Flow Chart


Prepare Stimuli
Establish Motivation
Present the Stimuli (SD)
Allow the Learner 3 seconds to respond
Correct Response
Provide Social Praise
Provide Tangible Reinforcer
Incorrect Response
Represent the SD
Provide Prompt

Data Sheets and Recording

Collecting and assessing performance data is an essential component of any good instructional program. The PEAK system provides data sheets that include tables representing 10 trial training blocks. These trial tables are used to determine and record the order of presented stimuli and response score for each trial.



Trial Number	Stimulus Number	Response Score
1		0 2 4 8 10
2		0 2 4 8 10
3		0 2 4 8 10
4		0 2 4 8 10
5		0 2 4 8 10
6		0 2 4 8 10
7		0 2 4 8 10
8		0 2 4 8 10
9		0 2 4 8 10
10		0 2 4 8 10

Total Response Score: ______ / 100

Prior to beginning a trial block, randomly assign a stimulus number to each trial within a block. The stimulus numbers should correspond to the stimulus number on the program sheet. Be sure to randomize the order of the stimuli with each block as always teaching stimuli in the same order can lead to rote memorization.

It is not always necessary to include 10 separate stimuli in each block. Some learners may need more repetitions of trials and so only including 3 stimuli in a trial block may be beneficial.

Response Scoring

0= No response after multiple attempts at prompts

2= Multiple prompts or reduced stimulus array eventually produced a response

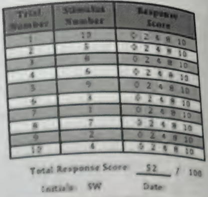
4= Two prompts at most produced the response with full stimulus array

8= One single prompt of either verbal or visual nature

10= independent accuracy on response

The PEAK system incorporates a specialized scoring method that allows for the detection of increases in independent responding and subtle changes in prompts required. Whereas traditional systems of data collection frequently focus only on correct or incorrect responses

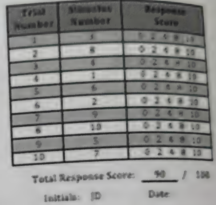
the severity of the prompts necessary. Now take a look at the second trial block. In this session, the learner responded correctly on the same 2 trials, but the scoring system designed in PEAK shows significant changes. Though the learner again scored 20% correct, one can see progress in the prompt level with all of the scores moving from 0 to 4s and 8s. Now notice the third trial block. One can clearly see progress in level of prompting required for a correct response, as well as the overall accuracy.



Trial Number	Stimulus Number	Response Score
1	10	0 2 4 8 10
2	5	0 2 4 8 10
3	8	0 2 4 8 10
4	6	0 2 4 8 10
5	9	0 2 4 8 10
6	4	0 2 4 8 10
7	1	0 2 4 8 10
8	7	0 2 4 8 10
9	2	0 2 4 8 10
10	4	0 2 4 8 10

Total Response Score: 52 / 100

Initials: SW Date:



Trial Number	Stimulus Number	Response Score
1	5	0 2 4 8 10
2	8	0 2 4 8 10
3	4	0 2 4 8 10
4	1	0 2 4 8 10
5	6	0 2 4 8 10
6	2	0 2 4 8 10
7	9	0 2 4 8 10
8	10	0 2 4 8 10
9	3	0 2 4 8 10
10	7	0 2 4 8 10

Total Response Score: 90 / 100

Initials: JD Date:

Below each table is a space to record the sum of the response scores. Add up the response scores for the entire block. This score can be used to summarize performance and determine when a student has mastered the skill targeted by the program.

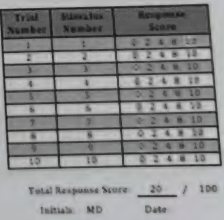
Progress Monitoring

Every learner's progress through the PEAK system will be uniquely dependent on the individual's functioning level, learning environment, and stimuli. For this reasons, instructors are encouraged to develop and implement strategies for determining mastery criteria and data analysis that best fit the particulars of their learner and learning environment.

regardless of prompt type, the response scoring system included in PEAK allows for a quantifiable measure of prompt necessity. This is achieved by specifying scores that acknowledge different levels of prompting. For example, if the learner independently responded correctly, a 10 would be scored; if the learner required 2 prompts then one would circle a 4. By recording the learner's responses in this way, not only can the acquisition of target responses be determined but also intermittent progress of the learner with respect to a single stimulus. For example, it would be expected that a learner require fewer and fewer prompts as he/she is exposed to teaching trials and therefore scores for a given set of stimuli would increase over time. If the scores continue to remain low or decline, the instructor would then know to alter prompting methods or assess the manner in which the stimuli are presented. Additionally, the degree of prompt dependence, or the learner's reliance on a particular type of prompt, can be detected. In these cases, prompting methods can be altered so that differential reinforcement for prompt levels can be incorporated, ex. providing two edibles for a score of 10 and 1 edible for a score of 4. Another strategy for decreasing prompt dependence is to decrease the number of stimuli being included in the current level of the program. By doing this you allow the learner to be exposed to more trials of a given stimulus per day.

As you present each trial, record the level of prompting that was required to achieve a correct response by circling the corresponding score.

Notice the first trial block in the data sheet to the right. The learner responded correctly to 2 stimulus presentations and incorrectly on all others, denoted by scores of 0. Using the standard percent correct data recording technique, this reflects an overall score of 20% accuracy. However, this method is insensitive to



Trial Number	Stimulus Number	Response Score
1	1	0 2 4 8 10
2	2	0 2 4 8 10
3	3	0 2 4 8 10
4	4	0 2 4 8 10
5	5	0 2 4 8 10
6	6	0 2 4 8 10
7	7	0 2 4 8 10
8	8	0 2 4 8 10
9	9	0 2 4 8 10
10	10	0 2 4 8 10

Total Response Score 20 / 100

Initials MD Date

Determining Mastery Criteria

Instructors should determine what the mastery criteria should be for each learner as no specific number of mastered stimuli is a perfect indicator for every learner's abilities. For example, a learner may be able to correctly respond to 100 stimuli in a given program, but still requires several sessions to learn new stimuli. In such cases, the instructor may want to continue teaching the program until the learner reliably learns to respond to new stimuli after only one trial. On the other-hand, a learner may only require 5-10 stimuli before learning all new stimuli after an initial instruction indicating that the learner is likely to learn similar skills in the future from general teaching procedures.

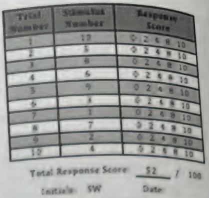
Mastery criteria includes two concepts:

- Stimuli mastery – when a particular stimuli/response pair is considered to be reliably in the repertoire of the learner. When stimuli mastery is achieved, new stimuli should be added.
- Program mastery – when a learner can reliably learn and maintain new stimuli in a given program without repeated trainings or additional prompts.

Several important factors in determining mastery criterion should be considered:

- Level of prompt required- for most programs, independence is the goal but for some learners responding independently may be difficult due to physical limitations.
- Consistency of responding – a learner should be able to maintain correct responding over several trial blocks and several days.
- The frequency of sessions – if you only see a learner once a week, requiring that the learner obtain a score of 100 across 3 sessions before mastery may unnecessarily delay programs from being added.

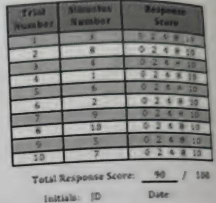
the severity of the prompts necessary. Now take a look at the second trial block. In this session, the learner responded correctly on the same 2 trials, but the scoring system designed in PEAK shows significant changes. Though the learner again scored 20% correct, one can see progress in the prompt level with all of the scores moving from 0 to 4s and 8s. Now notice the third trial block. One can clearly see progress in level of prompting required for a correct response, as well as the overall accuracy.



Trial Number	Stimulus Number	Response Score
1	10	0 2 4 8 10
2	5	0 2 4 8 10
3	8	0 2 4 8 10
4	6	0 2 4 8 10
5	9	0 2 4 8 10
6	4	0 2 4 8 10
7	1	0 2 4 8 10
8	7	0 2 4 8 10
9	2	0 2 4 8 10
10	4	0 2 4 8 10

Total Response Score: 52 / 100

Initials: SW Date:



Trial Number	Stimulus Number	Response Score
1	5	0 2 4 8 10
2	8	0 2 4 8 10
3	4	0 2 4 8 10
4	1	0 2 4 8 10
5	6	0 2 4 8 10
6	2	0 2 4 8 10
7	9	0 2 4 8 10
8	10	0 2 4 8 10
9	3	0 2 4 8 10
10	7	0 2 4 8 10

Total Response Score: 90 / 100

Initials: JD Date:

Below each table is a space to record the sum of the response scores. Add up the response scores for the entire block. This score can be used to summarize performance and determine when a student has mastered the skill targeted by the program.

Progress Monitoring

Every learner's progress through the PEAK system will be uniquely dependent on the individual's functioning level, learning environment, and stimuli. For this reasons, instructors are encouraged to develop and implement strategies for determining mastery criteria and data analysis that best fit the particulars of their learner and learning environment.

For stimuli mastery, a good general mastery criterion may be: 3 consecutive trial blocks at or above a score of 90.

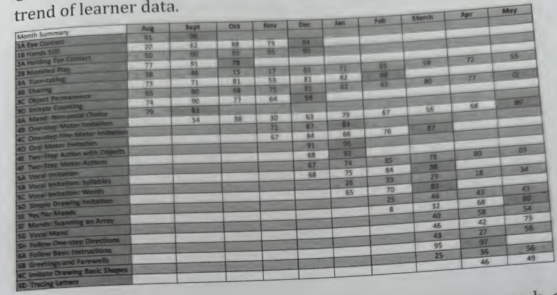
For program mastery, you might consider a program mastered when a learner can score 9 out of 10, "10s" or above when presented with 10 stimuli across 3 consecutive sessions.

Data Analysis

The analysis of learner progress is an important aspect of good instruction. If the learner is making noticeable progress, you may want to proceed as usual with training or move on to new programs. If the learner is not advancing, it may be time to make some adjustments. Deciding when to add, remove, or modify programs requires careful consideration, and the best tool to help you with these decisions is a visual representation of the learner's scores that makes it easy to see the ongoing level of performance. As previously discussed, the data scoring system included in PEAK allows for the detection of changes in prompt requirements and therefore reflects the learner's progress toward independent responding. As such, organizing the learner's data into a time-series can help to aid in visual and quantitative analysis of progress.

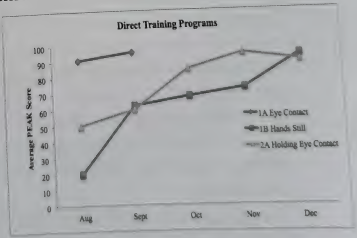
Take for instance a learner who is presented 4 trial blocks and receives the scores 28, 48, 56, and 90. If one were to only look at the learner's average score, a 55.5, it would appear that the learner has exhibited little mastery of the particular stimuli being tested. On the other hand, if only the last score is taken into consideration, one might consider the learner to be near mastery. A time-series takes into account the sequential order of scores and thus allow for consideration of trend and variability across time.

Creating tables or graphs can be very helpful in determining the trend of learner data.



Month Summary	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May
1A Eye Contact	91	96								
1B Hands Still	20	62	68	73	94					
2A Holding Eye Contact	50	60	85	95	90					
2B Modeled Play	77	91	78							
3A Turn-taking	38	46	15	17	61	71	65	59	72	55
3B Sharing	73	71	81	53	81	82	[illegible]			
3C Object Permanence	65	80	68	75	81	62	62	80	77	[illegible]
3D Imitate Counting	74	90	77	64	94					
4A Mand Non-vocal Choice	79	[illegible]								
4B One-step Motor Imitation		54	38	30	63	79	67	56	68	[illegible]
4C One-step Fine Motor Imitation				71	87	83				
4D Oral Motor Imitation				67	84	66	76	87		
4E Two-Step Action with Objects					91	96				
4F Two-Step Motor Actions					68	92				
5A Vocal Imitation					67	74	85	78	80	83
5B Vocal Imitation: Syllables					68	75	84	88		
5C Vocal Imitation: Words						26	33	29	18	34
5D Simple Drawing Imitation						65	70	83		
5E Yes/No Mands							25	46	43	43
5F Mands: Scanning an Array							8	32	68	[illegible]
5G Vocal Mand								40	58	54
5H Follow One-step Directions								46	42	73
6A Follow Basic Instructions								43	27	56
6B Greetings and Farewells								95	97	
6C Imitate Drawing Basic Shapes								25	36	56
6D Tracing Letters									46	49

To do this, create a table using a spreadsheet program, such as Excel or Numbers, that includes the program name in the first column, and appropriate dates in subsequent columns. Next, list the programs that are being implemented in each row of the first column. For each program, fill in the scores obtained for the relevant dates and programs. If the time-periods you are using include multiple trial blocks, such as days, weeks, or months, several strategies for summarizing scores can be used. For example, when viewing scores across days it is often useful to only include the first score obtained for that day (often called a cold probe) as it represents the most conservative estimation of the learner's ability to respond to stimuli. When looking at weekly or monthly data, it is often more useful to calculate the average scores obtained during those time periods.



Once you have created an appropriate data table, a line graph can be used to visually inspect the data. When viewed as a time-series, trends in the data can easily be identified. When scores trend upward, progress toward independent responding is being made. When scores trend downward or remain stable, the instructor should consider modifying the prompting strategies, reassessing learner preferences, or reducing the number of different stimuli presented in a trial block. The presence of inappropriate learner behaviors may also contribute to downward trending or stable scores and may need to be addressed.

However you choose to analyze your learner's data, it is important to remember that data is only useful when it is updated and considered regularly.

Program Updates

On-going assessment of progress should be conducted on a frequent basis so as to identify when a learner is ready for new programs or when modification to programs is necessary. Program revisions can be handled in several ways:

- Continuous Assessment: Typical of learning environments in which the one implementing the training sessions is also the program manager or person responsible for updating the learner's programs. When conducting continuous assessment, programs should be replaced with new programs as the learner reaches mastery criteria. The Performance Matrix should be completed at this time to indicate program completion.
- Periodic Assessment: This type of assessment is often used when a specialist or expert consultant is in charge

of managing the learner's program and a caretaker or paraprofessional is in-charge of running the sessions. In periodic assessment, the program manager observes sessions on a scheduled basis and determines at that time if current targets should be altered. The Performance Matrix is thus completed at these scheduled intervals.

Regardless of which method is used, the determination to change a program should be made based on the data. Use the PEAK assessment to test current programs for mastery. If the learner now receives a "yes" for their current program, continue to assess each sequential item on the assessment until the learner fails to score a "yes." Replace the previous program with the newly identified program for acquisition.

Lack of progress should be addressed by simplifying the program. This might involve selecting less complex stimuli or reducing the size of an array until the learner begins to make progress. Examine the data to see if a specific stimulus is responsible for an overall low score for the program. If scores for a particular program do not rise across trial blocks within sessions, i.e. the learner does not improve throughout a several hours of instruction, consider revising the prompting procedures or re-evaluate your reinforcers. If response scores decrease within a session, i.e. a learner starts off with a high score and scores worse as the day goes on, consider interspersing trials of previously mastered skills between program trials or decreasing the overall length of sessions. At times, it may be necessary to put a program on hold, in order to review previously mastered programs or until a related skill is mastered.

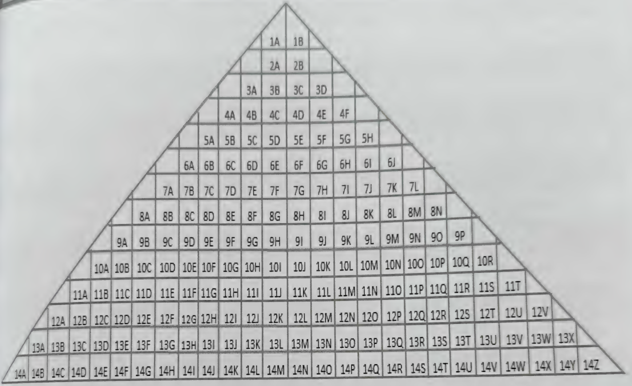
As you venture out into the world attempting to change the lives of persons with disabilities, we believe you will find PEAK very useful. The Direct Training Module presented here will lay the foundation for a broad set of skills that will be further developed in the three additional Modules of the system. Keep in mind however, that no book or set of instructions is designed to replace good clinical and practice skills. Think of PEAK as your boat, and you are the captain. PEAK will carry you a long way, yet you will need to steer. One day you will pass the helm to your learner. We wish you the best on the journey ahead.

January 5, 2014
Carbondale, IL

Mark R. Dixon, Seth Whiting, and Jacob Daar

PEAK Relational Training System

Direct Training Module Performance Matrix



1A 1B
2A 2B
3A 3B 3C 3D
4A 4B 4C 4D 4E 4F
5A 5B 5C 5D 5E 5F 5G 5H
6A 6B 6C 6D 6E 6F 6G 6H 6I 6J
7A 7B 7C 7D 7E 7F 7G 7H 7I 7J 7K 7L
8A 8B 8C 8D 8E 8F 8G 8H 8I 8J 8K 8L 8M 8N
9A 9B 9C 9D 9E 9F 9G 9H 9I 9J 9K 9L 9M 9N 9O 9P
10A 10B 10C 10D 10E 10F 10G 10H 10I 10J 10K 10L 10M 10N 10O 10P 10Q 10R
11A 11B 11C 11D 11E 11F 11G 11H 11I 11J 11K 11L 11M 11N 11O 11P 11Q 11R 11S 11T
12A 12B 12C 12D 12E 12F 12G 12H 12I 12J 12K 12L 12M 12N 12O 12P 12Q 12R 12S 12T 12U 12V
13A 13B 13C 13D 13E 13F 13G 13H 13I 13J 13K 13L 13M 13N 13O 13P 13Q 13R 13S 13T 13U 13V 13W 13X
14A 14B 14C 14D 14E 14F 14G 14H 14I 14J 14K 14L 14M 14N 14O 14P 14Q 14R 14S 14T 14U 14V 14W 14X 14Y 14Z

Assessment Date	Assessor Name	Color
		Yellow
		Blue
		Red
		Green

Learner: ____

Location: ________________ Instructor(s):____________________

PEAK PROGRAM ASSESSMENT
DIRECT TRAINING PROGRAMS

Choose one for each: Y = Yes N = No ? = Unknown

#	Name	Description	Y	N	
1A	Eye Contact	After being given a prompt, the participant will make eye contact for two seconds			
1B	Hands Still	When asked, the participant will keep his or her hands still			
2A	Holding Eye Contact	After a prompt, the participant will hold eye contact for five seconds			
2B	Modeled Play	When shown an action, the participant will imitate simple actions with objects			
3A	Turn-taking	When asked, the participant will give a toy or offer a turn at a game			
3B	Sharing	When asked, the participant will allow others to use toys at the same time that he or she is using them			
3C	Object Permanence	When the participant is shown where something is hidden, he or she will find the item when asked			
3D	Imitate Counting	When presented with an array, the participant will imitate counting while touching objects			
4A	Mand: Non-vocal Choice	When presented with two preferred objects or edibles, the participant will make a choice between them			
4B	One-step Motor Imitation	When the participant is presented with a motor action, he or she will imitate it			
4C	One-step Fine Motor Imitation	When the participant is presented with a fine motor action, he or she will imitate it			
4D	Oral Motor Imitation	When the participant is presented with an oral motor action, he or she will imitate it			
4E	Two-step Actions with Objects	When the participant is presented with a two-step action related to a particular object, he or she will imitate the actions			
4F	Two-step Motor Actions	When the participant is presented with two consecutive motor actions, he or she will imitate them			
5A	Vocal Imitation	When given a single letter sound, the participant will imitate it			
5B	Vocal Imitation: Syllables	When given a single syllable sound, the participant will imitate it			
5C	Vocal Imitation: Words	When a short word is spoken to the participant, he or she will imitate it			
5D	Simple Drawing Imitation	When provided with an example, the participant will imitate drawing simple lines and curves			
5E	Yes/No Mands	When asked a question, the participant can respond with a yes or no appropriately			
5F	Mands: Scanning an Array	When presented with an array of 3-10 items, the participant will select a preferred item			
5G	Vocal Mand	The participant will use words to request a specific item			
5H	Follow One-step Directions	When presented with items and a simple instruction, the participant will follow the instruction			
6A	Follow Basic Instructions	When presented with a simple instruction to perform an action, the participant will follow it			

PE

#	Name
6B	Greetings
6C	Imitate D
6D	Tracing
6E	Tracing
6F	Tracing
6G	Vocally
6H	Vocal
6I	Match
6J	Matc
7A	Mat
7B	Mat
7C	Ma
7D	M
7E	M
7F	T
7G	T
7H	
7I	
7J	
7K	
7L	
8A	

PEAK PROGRAM ASSESSMENT: DIRECT TRAINING PROGRAMS

Choose one for each: Y = Yes N = No ? = Unknown

#	Name	Description	Y	N	?
6B	Greetings and Farewells	When presented with a greeting or farewell from another person, the participant will respond appropriately			
6C	Imitate Drawing Basic Shapes	When provided with a model, the participant will be able to imitate drawing shapes			
6D	Tracing Letters	When provided with a sample letter, the participant will be able to trace over it			
6E	Tracing Numbers	When provided with a sample number, the participant will be able to trace over it			
6F	Tracing Words	When provided with a sample word, the participant will be able to trace over it			
6G	Vocally Imitate 2-3 Words	When presented with a 2-3 word phrase, the participant will imitate it			
6H	Vocal Volume Imitation	When provided with a spoken example, the participant will imitate the volume of the words			
6I	Match Reinforcing Items	When presented with a preferred sample item and an array of two items, the participant will choose the item that matches the sample			
6J	Match Objects (3D)	When presented with a neutral sample item and an array of two items, the participant will choose the item that matches the sample			
7A	Match Pictures	When provided with a sample picture and an array, the participant will choose the picture that matches the sample			
7B	Match Colors	When presented with an example color, the participant will match it with an identical color			
7C	Match Numbers and Letters	When presented with an example number or letter, the participant will match it with an identical number or letter			
7D	Match Money	When presented with an example money item, the participant will match it with an identical money item			
7E	Match Items to Pictures	When presented with an object, the participant will match it to a picture of that same object			
7F	Transcription: Copy Letters	When provided with an example letter, the participant will copy it using a writing utensil			
7G	Transcription: Copy Words	When provided with an example word, the participant will copy it using a writing utensil			
7H	Imitate Animal Sounds	When provided with a sample animal sound, the participant will be able to imitate it			
7I	Transcription: Letters by Sound	After hearing the sound of a letter the participant will write the appropriate letter			
7J	Transcription: Numbers	After hearing the name of a number, the participant will write the appropriate number			
7K	Transcription: Letters	After hearing the name of a letter, the participant will write the appropriate letter			
7L	Simple Drawing	When prompted, the participant will draw a simple object			
8A	Receptively Label Toys	When presented with an array, the participant will point to the correct toy picture			

PEAK PROGRAM ASSESSMENT: DIRECT TRAINING PROGRAMS

Choose one for each: Y = Yes N = No ? = Unknown

#	Name	Description	Y	N	
8B	Receptively Label Common Items	When presented with an array of pictures, the participant will point to the correct picture of a common item			
8C	Receptively Label Food	When presented with an array of food pictures, the participant will point to the correct food item			
8D	Receptively Label Animals	When presented with an array of animal pictures, the participant will point to the correct animal			
8E	Receptively Label Clothing	When presented with an array of clothing pictures, the participant will point to the correct article of clothing			
8F	Demonstrate Adverb Actions	When asked to perform a motor action including adverbs such as softly, quickly, or slowly, the participant will respond appropriately			
8G	Intraverbal: Songs	When presented with a familiar, incomplete song, the participant can finish it			
8H	Follow Three-step Directions	When provided with instructions, the participant will be able to perform three consecutive tasks			
8I	Intraverbal: Personal Information	When asked, the participant will respond to questions about his or her name, birthday, family members, school, etc.			
8J	Tact Reinforcing Items	When shown a picture of one of his or her favorite items, the participant will say the name of the pictured item			
8K	Tact Common Items	After seeing a picture of a common item, the participant will say the name of the item			
8L	Tact Foods	After seeing a picture of a food item, the participant will say the appropriate food name			
8M	Tact Animals	After seeing a picture of a familiar animal, the participant will say the appropriate animal name			
8N	Tact Clothing	After seeing a piece of clothing, the participant will say the appropriate clothing name			
9A	Receptively Label Body Parts	When provided with instruction, the participant will point to the correct body part			
9B	Receptively Label Shapes	When provided with instruction, the participant will point to the correct shape in an array			
9C	Receptively Label Colors	When provided with instruction, the participant will point to the correct color in an array			
9D	Receptively Label People	When provided with instruction, the participant will point to the correct familiar person in an array			
9E	Receptively Label Plants	When provided with instruction, the participant will point to the correct plant in an array			
9F	Receptively Label Letters	When provided with instruction, the participant will point to the correct letter in an array			
9G	Receptively Label Numbers	When provided with instruction, the participant will point to the correct number in an array			
9H	Intraverbal: Alphabet	After hearing a string of letters, the participant will state the next letter of the alphabet			

#	Name
9I	Color by Num
9J	Tact Body Pa
9K	Tact Shapes
9L	Tact Colors
9M	Tact Peopl
9N	Tact Plant
9O	Tact Lette
9P	Tact Nun
10A	Recepti
10B	Recepti
10C	Recept
10D	Recep
10E	Recep
10F	Rece Soun
10G	Rece Help
10H	Rec
10I	Int
10J	Int
10K	Ta
10L	T
10M	T

PEAK PROGRAM ASSESSMENT: DIRECT TRAINING PROGRAMS

Choose one for each: Y = Yes N = No ? = Unknown

#	Name	Description	Y	N	?
9I	Color by Numbers	When presented with a numbered coloring page, the participant will color the numbered areas of picture with the corresponding color			
9J	Tact Body Parts	After seeing the instructor point to a body part, the participant will say the name of that body part			
9K	Tact Shapes	After being shown a picture of a shape, the participant will say the name of the shape			
9L	Tact Colors	After being shown a picture of a color, the participant will say the name of the color			
9M	Tact People	After being shown a picture of a familiar person, the participant will name that person			
9N	Tact Plants	After being shown a picture of a plant, the participant will say the name of the plant			
9O	Tact Letters	After being shown a picture of a letter, the participant will say the name of the letter			
9P	Tact Numbers	When presented with a picture of a number, the participant will say the name of the number			
10A	Receptively Label Letter Sounds	When given a letter sound, the participant will point to the correct letter in an array			
10B	Receptively Label Coins	When given a coin name, the participant will select the correct coin in an array			
10C	Receptively Label Actions	When given the name of an action, the participant will point to the correct action in an array of pictures			
10D	Receptively Label Toy Functions	When given a toy function, the participant will point to the correct toy in an array			
10E	Receptively Label Farm Animals	When given the name of a farm animal, the participant will point to the correct animal in an array			
10F	Receptively Label Two-letter Sounds	When given a two-letter sound, the participant will point to the correct combination in an array			
10G	Receptively Label Community Helpers	When given the name of a community helper, the participant will point to the correct picture in an array			
10H	Receptively Label Planets	When given the name of a planet, the participant will point to the correct picture in an array			
10I	Intraverbal: Phrases	When presented with a familiar, incomplete phrase, the participant can finish it			
10J	Intraverbal: Features	When the participant is presented with a description, he or she will respond with an appropriate item or being (e.g. What has stripes?)			
10K	Tact Letters by Sound	When shown a letter, the participant will say the appropriate phonetic sound			
10L	Tact Coins	When presented with a single coin, the participant will name it appropriately			
10M	Tact Actions	When presented with an action, the participant will name it appropriately			

PEAK PROGRAM ASSESSMENT: DIRECT TRAINING PROGRAMS

Choose one for each: Y = Yes N = No ? = Unknown

#	Name	Description	Y	N	
10N	Tact Toy Functions	When given a toy, the participant will appropriately identify its function			
10O	Tact Farm Animals	When presented with a picture of a farm animal, the participant will appropriately name the animal			
10P	Textual: Two-letter Sounds	When presented with two letters, the participant will produce the sound that they make			
10Q	Tact Community Helper	When presented with a picture of a community helper, the participant will appropriately name it			
10R	Tact Planet Names	When presented with a picture of a planet, the participant will appropriately name it			
11A	Receptively Label Sensory Feelings	When presented with an array of pictures of sensory feelings, the participant will point to the correct feeling			
11B	Receptively Label Coin Values	When presented with an array of coins and a coin value, the participant will point to the correct coin			
11C	Receptively Label Rooms	When presented with an array of pictures of rooms and a room name, the participant will point to the correct picture			
11D	Receptively Label Money Amounts	When presented with an array of coins and a target value, the participant will choose the correct combination of coins to equal the value			
11E	Receptively Label Body Part Function	When told a bodily function, the participant will identify the body part that performs that action			
11F	Delayed Picture Identification	After the participant has seen a picture and it is hidden for 15 seconds, the participant will point to that picture in an array			
11G	Which One Doesn't Belong?	When presented with two pictures in a category and one that is not, the participant will identify the picture that does not belong			
11H	Receptively Label Seasons	When presented with an array of pictures of seasons and an instruction, the participant will point to the correct season			
11I	Receptively Label Sight Words	When presented with an array of cards with simple words on them and an instruction, the participant will point to the correct text			
11J	Intraverbal: Functions	When provided with a function and instruction, the participant will say an item that performs that function			
11K	Intraverbal: Class	When provided with a category, the participant will be able to name an item in that category (e.g. name a fruit)			
11L	Intraverbal: Emotions	When presented statements that entail a particular emotion, the participant will be able to state the appropriate emotion.			
11M	Tact Values of Coins	When presented with an array of coins, the participant will state the correct value for one coin			
11N	Tact Rooms	When presented with a picture of a room in a house or familiar building, the participant will say the name of the room			
11O	Tact Money	When presented with an array of money, the participant will say the name of the different money forms			
11P	Tact Sensory Adjectives	When presented with an item that appeals to a particular sense, he or she will use adjectives to describe the smells, tastes, etc.			

PEAK PROGRAM ASSESSMENT: DIRECT TRAINING PROGRAMS

Choose one for each: Y = Yes N = No ? = Unknown

#	Name	Description	Y	N	?
11Q	Tact Following Delay	After the participant has seen a picture and it is hidden for 15 seconds, the participant will say what was shown in the picture			
11R	Tact Item that Doesn't Belong	When presented with an array of three identical items and a non-identical item, the participant will identify the non-identical item			
11S	Tact Seasons	When shown a picture of a season, the participant will correctly say the name of the season			
11T	Tact Sounds	After being provided with a familiar sound, the participant will name what makes that sound			
12A	Receptively Label Vehicles	When presented with an array of vehicle pictures, the participant will point to the correct vehicle picture			
12B	Receptively Label Time	When presented with an array of clocks and a target time, the participant will point to a picture of a clock displaying the specified time			
12C	Receptively Label Emotions	When presented with an array of emotion cards and a target emotion, the participant will point to the card displaying the specified emotion			
12D	Receptively Label Weather	When presented with an array of weather pictures and a target type of weather, the participant will point to the card displaying the correct type of weather			
12E	Receptively Label Kitchen Item Functions	When presented with an array of kitchen items and a target function, the participant will point to the kitchen item that performs that function			
12F	Receptively Label Items by Class	When presented with a category, the participant will point to an item or picture in that category			
12G	Receptively Label Items by Feature	When presented with an array of items, the participant will point to a particular item based on a provided feature			
12H	Receptively Label Community Signs	When presented with an array of community signs and the name of a sign, the participant will point to the correct community sign			
12I	Receptively Label Calendar Parts	When presented with a calendar, the participant will point to different parts of a calendar (days, months, etc.)			
12J	Receptively Label Months & Days	When presented with an array of words, the participant will correctly identify the month or day			
12K	Story-telling Intraverbals	After hearing or watching a story, the participant will use 10 words or more to describe what happened in the story			
12L	Textual: Sight Words	When presented with a simple word on a card, the participant will read the word aloud			
12M	Tact Recently Completed Actions	After observing an action and waiting five seconds, the participant will correctly say what the action was			
12N	Tact Vehicles	After seeing a picture of a vehicle, the participant will say the appropriate vehicle name			
12O	Tact Time	When presented with a picture of a clock, the participant will tell the time			
12P	Tact Emotions	When presented with a picture of an emotion, the participant will correctly name the emotion			
12Q	Tact Weather	When presented with a picture of weather, the participant will describe it using at least one word			

PEAK PROGRAM ASSESSMENT: DIRECT TRAINING PROGRAMS

Choose one for each: Y = Yes N = No ? = Unknown

#	Name	Description			
12R	Tact Kitchen Item Functions	When asked about the functions of kitchen items, the participant will provide the appropriate functions			
12S	Tact Item Class	When presented with a picture, the participant will name a category that the item belongs to			
12T	Tact Item Features	When presented with a picture, the participant will state a physical feature of something in the picture			
12U	Tact: I See	After observing his or her immediate environment, the participant will say the name of objects/people in the environment			
12V	Tact Community Signs	When presented with a picture of a community sign, the participant will say the name of the sign			
13A	Match Size	When presented with an array of identical items that vary by size, the participant will pair the items of identical size			
13B	Sort Items by Feature	When presented with an array of items, the participant will sort them into piles based on a particular physical feature			
13C	Sort Items by Class	When presented with an array of different items, the participant will sort them into piles based in the category that they are in			
13D	Count Items	When presented with an array of items, the participant will count them aloud			
13E	Intraverbal: Counting	After being given a string of consecutive numbers, the participant will state the next number			
13F	Intraverbal: Count Backwards	After hearing a string of consecutive numbers counted backwards, the participant will continue counting			
13G	Rhyming	When provided with a target word, the participant will state a word that rhymes with a target word			
13H	Intraverbal: Adverbs	When provided with an incomplete sentence, the participant will complete the sentence with an appropriate adverb			
13I	Intraverbal: Story Questions	After being presented with a story or watching a video, the participant will respond to questions appropriately			
13J	Silent Reading	After being given time to read a sentence silently, the participant will correctly answer questions about the sentence			
13K	Intraverbal: "Wh" Questions	When presented with a basic, what, why, where, or when question, the participant will answer appropriately			
13L	Textual: Sounding Out Letters in Words	When presented with a letter within a word, the participant will say the correct phonetic sound of that letter			
13M	Arrange Items by Size	When presented with an array of differently sized items, the participant will place them in order based on size			
13N	My/Your	When presented with a "my" or "your" cue in conjunction with a body part, the participant will appropriately identify it on the instructor's body or his or her own body			
13O	Intermediate Intraverbals	When presented with a question regarding his or her own life, the participant will answer appropriately			
13P	Transcription: Taking Dictation	When a word is spoken to the participant, he or she will write it			

PEA

#	Name
13Q	Mand for It
13R	Mand for I
13S	Mand for
13T	Mand for
13U	Mand fo
13V	Mand fo
13W	Mand f
13X	Mand
14A	Addit
14B	Subtr
14C	Adva
14D	Adv
14E	Me
14F	Ma
14G	M
14H	G
14I	N
14J	S
14K	
14L	
14M	

PEAK PROGRAM ASSESSMENT: DIRECT TRAINING PROGRAMS

Choose one for each: Y = Yes N = No ? = Unknown

#	Name	Description	Y	N	?
13Q	Mand for Items Across the Room	When a preferred item is placed away from the participant, he or she will request it			
13R	Mand for Items Not in Room	When a preferred item is placed in a different room than the participant, he or she will request it			
13S	Mand for Needed Items	When the participant is presented with a familiar task, he or she will request the items needed to complete the task			
13T	Mand for Help	When presented with a difficult task, the participant will request help when needed			
13U	Mand for Item from Peer	When a preferred item is being used by a peer, the participant will request to share the item			
13V	Mand for Escape	When presented with an annoying stimulus, the participant will request to take a break or stop			
13W	Mand for More Information	When a preferred item is hidden, the participant will request information to solve the problem			
13X	Mand for Permission	When told that he or she needs to receive permission, the participant will ask for it appropriately			
14A	Addition	When presented with an array of items, the participant will use them to aid in adding single digit numbers			
14B	Subtraction	When presented with an array of items, the participant will use them to aid in subtracting single digit numbers			
14C	Advanced Addition	When presented with an array of items, the participant will use them to aid in adding numbers up to twenty			
14D	Advanced Subtraction	When presented with an array of items, the participant will use them to aid in subtracting numbers up to twenty			
14E	Metaphorical Emotions	When presented with an object modeling a particular emotion, the participant will identify the emotion			
14F	Math Intraverbals	When vocally provided with a simple math problem, the participant will answer it aloud			
14G	My/Your/His/Hers	When presented with pronoun cues, the participant will point to the correct person based on the cues			
14H	Guessing	When provided with little information, the participant will guess the answer to a question			
14I	Nomination and Double Tacts	When presented with a stuffed animal and asked to name it based on physical features, the participant will provide an appropriate nickname			
14J	Self-editing: Interruptions	After being interrupted, the participant will respond appropriately			
14K	Self-editing: Word Choice	When speaking, the participant will use correct word forms			
14L	Basic Autoclitics	When an item is hidden from a participant, he or she will use phrases like “maybe” or “it might be” to indicate uncertainty			
14M	Advanced Intraverbals	When presented with a comment on a topic, the participant will make comments related to the conversation			

PEAK PROGRAM ASSESSMENT: DIRECT TRAINING PROGRAMS

Choose one for each: Y = Yes N = No ? = Unknown

#	Name	Description		
14N	Metonymical Tacts: Receptive	When presented with an array of pictures, the participant will point to a picture based on an uncommon name		
14O	Delayed Recall and Audience	After hearing a sentence or message and waiting for ten seconds, the participant will restate it		
14P	Metonymical Tacts: Expressive	When presented with an item, the participant will say an uncommon name for that item based on features		
14Q	Audience: Show and Tell	When provided with an item, the participant will describe it with at least fifteen words in front of several other people		
14R	Public Accompaniment: Receptive	When presented with objects associated with a feeling, the participant will point to what someone might be feeling based on the presence of that object		
14S	Public Accompaniment: Expressive	When presented with a physical depiction of an emotion, the participant will say what that person may be feeling		
14T	Verbal Report: Tacting Behavior	After performing an action, the participant will describe his or her own behavior with at least eight words		
14U	Verbal Report: Purposes of Behavior	After choosing an item, the participant will describe why they chose that item		
14V	Collateral Responses	When presented with a behavior related to an emotion, the participant will say what the other person may be feeling		
14W	Guessing the Future	After hearing or observing an incomplete story, the participant will use phrases such as "maybe" or "I think" when guessing to indicate uncertainty about what happens next		
14X	Uncertainty and Autoclitics	When provided with incomplete information about a hidden item, the participant will use "maybe" or "I think" to indicate uncertainty about that the item is		
14Y	Telling a Joke	When provided with example jokes, the participant will tell a joke to an individual using appropriate timing and delivery		
14Z	Jokes and Audience	When provided with example jokes, the participant will tell a joke to a group of people using appropriate timing and delivery		

Participant N

Trial Number	Sti Nu
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Date:

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PEAK DIRECT TRAINING DATA SHEET

Participant Name: ____________________

Program Name: ____________________

Trial Number	Stimulus Number	Response Score
1		0 2 4 8 10
2		0 2 4 8 10
3		0 2 4 8 10
4		0 2 4 8 10
5		0 2 4 8 10
6		0 2 4 8 10
7		0 2 4 8 10
8		0 2 4 8 10
9		0 2 4 8 10
10		0 2 4 8 10

Total Response Score: _______ / 100

Date: ____ / ____ Initials: ____________

Trial Number	Stimulus Number	Response Score
1		0 2 4 8 10
2		0 2 4 8 10
3		0 2 4 8 10
4		0 2 4 8 10
5		0 2 4 8 10
6		0 2 4 8 10
7		0 2 4 8 10
8		0 2 4 8 10
9		0 2 4 8 10
10		0 2 4 8 10

Total Response Score: _______ / 100

Date: ____ / ____ Initials: ____________

Trial Number	Stimulus Number	Response Score
1		0 2 4 8 10
2		0 2 4 8 10
3		0 2 4 8 10
4		0 2 4 8 10
5		0 2 4 8 10
6		0 2 4 8 10
7		0 2 4 8 10
8		0 2 4 8 10
9		0 2 4 8 10
10		0 2 4 8 10

Total Response Score: _______ / 100

Date: ____ / ____ Initials: ____________

Trial Number	Stimulus Number	Response Score
1		0 2 4 8 10
2		0 2 4 8 10
3		0 2 4 8 10
4		0 2 4 8 10
5		0 2 4 8 10
6		0 2 4 8 10
7		0 2 4 8 10
8		0 2 4 8 10
9		0 2 4 8 10
10		0 2 4 8 10

Total Response Score: _______ / 100

Date: ____ / ____ Initials: ____________

Trial Number	Stimulus Number	Response Score
1		0 2 4 8 10
2		0 2 4 8 10
3		0 2 4 8 10
4		0 2 4 8 10
5		0 2 4 8 10
6		0 2 4 8 10
7		0 2 4 8 10
8		0 2 4 8 10
9		0 2 4 8 10
10		0 2 4 8 10

Total Response Score: _______ / 100

Date: ____ / ____ Initials: ____________

Weekly Program Notes

Directly Trained Programs

Program List

1

1A Eye Contact
1B Hands Still

2

2A Holding Eye Contact
2B Modeled Play

3

3A Turn-taking
3B Sharing
3C Object Permanence
3D Imitate Counting

4

4A Mand: Non-vocal Choice
4B One-step Motor Imitation
4C One-step Fine Motor Imitation
4D Oral Motor Imitation
4E Two-step Actions with Objects
4F Two-step Motor Actions

5

5A Vocal Imitation
5B Vocal Imitation: Syllables
5C Vocal Imitation: Words
5D Simple Drawing Imitation
5E Yes/No Mands
5F Mands: Scanning an Array
5G Vocal Mand
5H Follow One-step Directions

6

6A Follow Basic Instructions
6B Greetings and Farewells
6C Imitate Drawing Basic Shapes
6D Tracing Letters
6E Tracing Numbers
6F Tracing Words
6G Vocally Imitate 2-3 Words
6H Vocal Volume Imitation
6I Match Reinforcing Items
6J Match Objects (3D)

7

7A Match Pictures
7B Match Colors
7C Match Numbers and Letters
7D Match Money
7E Match Items to Pictures
7F Transcription: Copy Letters
7G Transcription: Copy Words
7H Imitate Animal Sounds
7I Transcription: Letters by Sound
7J Transcription: Numbers
7K Transcription: Letters
7L Simple Drawing

8

8A Receptively Label Toys
8B Receptively Label Common Items
8C Receptively Label Food
8D Receptively Label Animals

Directly Trained Programs

8E Receptively Label Clothing
8F Demonstrate Adverb Actions
8G Intraverbal: Songs
8H Follow Three-step Directions
8I Intraverbal: Personal Information
8J Tact Reinforcing Items
8K Tact Common Items
8L Tact Foods
8M Tact Animals
8N Tact Clothing

9

9A Receptively Label Body Parts
9B Receptively Label Shapes
9C Receptively Label Colors
9D Receptively Label People
9E Receptively Label Plants
9F Receptively Label Letters
9G Receptively Label Numbers
9H Intraverbal: Alphabet
9I Color by Numbers
9J Tact Body Parts
9K Tact Shapes
9L Tact Colors
9M Tact People
9N Tact Plants
9O Tact Letters
9P Tact Numbers

10

10A Receptively Label Letter Sounds
10B Receptively Label Coins
10C Receptively Label Actions
10D Receptively Label Toy Functions
10E Receptively Label Farm Animals
10F Receptively Label Two-letter Sounds
10G Receptively Label Community Helpers
10H Receptively Label Planets
10I Intraverbal: Phrases
10J Intraverbal: Features
10K Tact Letters by Sound
10L Tact Coins
10M Tact Actions
10N Tact Toy Functions
10O Tact Farm Animals
10P Textual: Two-letter Sounds
10Q Tact Community Helper
10R Tact Planet Names

11

11A Receptively Label Sensory Feelings
11B Receptively Label Coin Values
11C Receptively Label Rooms
11D Receptively Label Money Amounts
11E Receptively Label Body Part Function
11F Delayed Picture Identification
11G Which One Doesn't Belong?
11H Receptively Label Seasons
11I Receptively Label Sight Words
11J Intraverbal: Functions
11K Intraverbal: Class

Directly Trained Programs

11L Intraverbal: Emotions
11M Tact Values of Coins
11N Tact Rooms
11O Tact Money
11P Tact Sensory Adjectives
11Q Tact Following Delay
11R Tact Item that Doesn't Belong
11S Tact Seasons
11T Tact Sounds

12

12A Receptively Label Vehicles
12B Receptively Label Time
12C Receptively Label Emotions
12D Receptively Label Weather
12E Receptively Label Kitchen Item Functions
12F Receptively Label Items by Class
12G Receptively Label Items by Feature
12H Receptively Label Community Signs
12I Receptively Label Calendar Parts
12J Receptively Label Months & Days
12K Story-telling Intraverbals
12L Textual: Sight Words
12M Tact Recently Completed Actions
12N Tact Vehicles
12O Tact Time
12P Tact Emotions
12Q Tact Weather
12R Tact Kitchen Item Functions
12S Tact Item Class
12T Tact Item Features
12U Tact: I See
12V Tact Community Signs

13

13A Match Size
13B Sort Items by Feature
13C Sort Items by Class
13D Count Items
13E Intraverbal: Counting
13F Intraverbal: Count Backwards
13G Rhyming
13H Intraverbal: Adverbs
13I Intraverbal: Story Questions
13J Silent Reading
13K Intraverbal: "Wh" Questions
13L Textual: Sounding Out Letters in Words
13M Arrange Items by Size
13N My/Your
13O Intermediate Intraverbals
13P Transcription: Taking Dictation
13Q Mand for Items Across the Room
13R Mand for Items Not in Room
13S Mand for Needed Items
13T Mand for Help
13U Mand for Item from Peer
13V Mand for Escape
13W Mand for More Information
13X Mand for Permission

Directly Trained Programs

14

14A Addition
14B Subtraction
14C Advanced Addition
14D Advanced Subtraction
14E Metaphorical Emotions
14F Math Intraverbals
14G My/Your/His/Hers
14H Guessing
14I Nomination and Double Tacts
14J Self-editing: Interruptions
14K Self-editing: Word Choice
14L Basic Autoclitics
14M Advanced Intraverbals
14N Metonymical Tacts: Receptive
14O Delayed Recall and Audience
14P Metonymical Tacts: Expressive
14Q Audience: Show and Tell
14R Public Accompaniment: Receptive
14S Public Accompaniment: Expressive
14T Verbal Report: Tacting Behavior
14U Verbal Report: Purposes of Behavior
14V Collateral Responses
14W Guessing the Future
14X Uncertainty and Autoclitics
14Y Telling a Joke
14Z Jokes and Audience
Blank Program Sheet

Program Instruction Sheet
Program Name: Eye Contact- 1A

Goal:
- **After being given a prompt, the participant will make eye contact for two seconds.**

Materials Needed:
- None

Instructions for Caregivers:
- Face the participant and make eye contact.
- Say, "Look at me."

Typical Stimuli:
- "Look at me."
- Hold eye contact for 2 seconds.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Hands Still- 1B

Goal:

- **When asked, the participant will keep his or her hands still.**

Materials Needed:

- Toys and edible items that the participant likes

Instructions for Caregivers:

- Put a preferred toy/item or edible on a flat surface in front of the participant.
- Instruct the participant to put his or her hands on the table.
- Say, "Hands still."

Typical Stimuli:

- Pieces of food such as apples or candy that the participant likes, favorite toys, stuffed animals, favorite books, etc.

ulus:	**Stimulus:**	**Stimulus:**
	11	21
	12	22
	13	23
	14	24
	15	25
	16	26
	17	27
	18	28
	19	29
	20	30

	Date Introduced	**Date Mastered**
vel 1		
vel 2		
vel 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Holding Eye Contact- 2A

Goal:

- **After a prompt, the participant will hold eye contact for five seconds.**

Materials Needed:

- None

Instructions for Caregivers:

- Say, "Look at me," while facing the participant and making eye contact.

Typical Stimuli:

- "Look at me."
- Say the participant's name.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Goal:

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Stimulus:
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Program Instruction Sheet

Program Name: Modeled Play- 2B

Goal:

- **When shown an action, the participant will imitate simple actions with objects.**

Materials Needed:

- Interlocking bricks, blocks, tiles, other preferred toys

Instructions for Caregivers:

- Do an action with the toys.
- Tell the participant, "Do the same."

Typical Stimuli:

- Feeding a doll, stacking blocks, putting puzzle pieces together

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Turn-taking- 3A

Goal:

- **When asked, the participant will give a toy or offer a turn at a game.**

Materials Needed:

- Turn-based game (such as checkers or other games the participant knows), or other single toy items like 1 doll, 1 marker, etc.

Instructions for Caregivers:

- Say, "Your turn," and instruct the participant to take a turn.
- After a few seconds with the item (or once the turn is completed) say, "My turn," and hold out your hand to take the item.
- Block attempts to continue without giving you a turn.

Typical Stimuli:

- Putting pieces in a cup, puzzles, markers and paper, crayons, block stacking, tile arranging

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Sharing- 3B

Goal:
- **When asked, the participant will allow others to use toys at the same time that he or she is using them.**

Materials Needed:
- Toys with multiple units (such as blocks or interlocking bricks) or small amounts of edibles

Instructions for Caregivers:
- Say, "Share with me," and hold out your hand to receive an item.
- Block attempts to continue without sharing the item.

Typical Stimuli:
- Say, "Share with me."
- Candy, toys, blocks, or tiles.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Object Permanence- 3C

Goal:

- **When the participant is shown where something is hidden, he or she will find the item when asked.**

Materials Needed:

- 2 or 3 cups, and 1 small preferred item to hide under a cup

Instructions for Caregivers:

- Place the cups side by side and open side down, so they are perpendicular to the participant.
- Put a small item under one of the cups so that the participant can see under which cup it is hidden.
- Shuffle the cups around and ask the participant to point to the cup that the item is inside.

Typical Stimuli:

- Cups, food items, small toys

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Imitate Counting- 3D

Goal:
- **When presented with an array, the participant will imitate counting while touching objects.**

Materials Needed:
- Any set of similar objects such as blocks, coins, cards, etc.

Instructions for Caregivers:
- Place 5-10 objects in front of the participant.
- Say, "Do this," and touch each item and count them as you touch each one.

Typical Stimuli:
- Counting numbers 1-10 with puzzle pieces, coins, cups, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Mand: Non-vocal Choice- 4A

Goal:
- **When presented with two preferred objects or edibles, the participant will make a choice between them.**

Materials Needed:
- Toys or edible items that the participant likes

Instructions for Caregivers:
- Hold out 2 toys or edible items.
- Say, "Choose one."

Typical Stimuli:
- Pieces of food such as apples or candy that the participant likes, favorite toys, stuffed animals, favorite books, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: One-step Motor Imitation- 4B

Goal:

- **When the participant is presented with a motor action, he or she will imitate it.**

Materials Needed:

- None

Instructions for Caregivers:

- Say, "Do this."
- Make a gross motor movement.

Typical Stimuli:

- Jump, clap, stomp, sit, high five, put bear in cup, raise hands, raise knee, touch head, wave, make a fist

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: One-step Fine Motor Imitation- 4C

Goal:

- **When the participant is presented with a fine motor action, he or she will imitate it.**

Materials Needed:

- Small items, such as a raisin, a pencil, interlocking blocks, a spinning top, etc.

Instructions for Caregivers:

- Say, "Do this," and make a fine motor movement.

Typical Stimuli:

- Spin a pencil, twist a ribbon, pick up a raisin with a pincer grip, shake a little bell, squeeze a small eraser

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Oral Motor Imitation- 4D

Goal:
- **When the participant is presented with an oral motor action, he or she will imitate it.**

Materials Needed:
- None

Instructions for Caregivers:
- Say, “Do this,” and perform an oral motor action.

Typical Stimuli:
- Blow cotton ball, bite, stick out tongue, open mouth “ah”, drink, suck through straw

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Two-step Actions with Objects- 4E

Goal:
- **When the participant is presented with a two-step action related to a particular object, he or she will imitate the actions.**

Materials Needed:
- Blocks, cups, tiles, cards, a drum, a pencil, etc.

Instructions for Caregivers:
- Say, "Do this," and make 2 actions with an object in a row.
- Give the objects to the participant.

Typical Stimuli:
- Stack a block and take it off, stack 2 tiles, hit a drum with a pencil then tap the pencil on your knee, place a cup upside-down then sideways

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Two-step Motor Actions- 4F

Goal:
- **When the participant is presented with two consecutive motor actions, he or she will imitate them.**

Materials Needed:
- None

Instructions for Caregivers:
- Say, "Do this," and make 2 gross motor movements in a row.

Typical Stimuli:
- Clap and stomp, clap and touch your head, pat your leg and make a fist, wave and tap the table

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Vocal Imitation- 5A

Goal:

- **When given a single letter sound, the participant will imitate it.**

Materials Needed:

- None

Instructions for Caregivers:

- Say, "Do this," and make a single letter sound.

Typical Stimuli:

- Say the phonetic sounund of each letter.
- "A," "ah," "ee," "I," "oh," "you," "da," other sounds letters make.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Vocal Imitation: Syllables- 5B

Goal:
- **When given a single syllable sound, the participant will imitate it.**

Materials Needed:
- None

Instructions for Caregivers:
- Say, "Do this," and sound out a syllable.

Typical Stimuli:
- "Dah," "Pix," "Zap," "Fiz," "Tom," "Bat," "Rak"

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Vocal Imitation: Words- 5C

Goal:
- **When a short word is spoken to the participant, he or she will imitate it.**

Materials Needed:
- None

Instructions for Caregivers:
- Say, "Do this" and sound out a short word.

Typical Stimuli:
- "Hello," "Doggie," "Mommy," "Car," "Fizzle," "Baseball," "Comic"

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Simple Drawing Imitation- 5D

Goal:
- **When provided with an example, the participant will imitate drawing simple lines and curves.**

Materials Needed:
- Pencil/marker/crayon
- Paper

Instructions for Caregivers:
- Say, "Do this," and draw a line, circle, or curve

Typical Stimuli:
- Lines of different sizes, circles of different sizes, curves of different sizes, multiple lines, multiple circles, "s" shapes

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Yes/No Mands- 5E

Goal:

- **When asked a question, the participant can respond with a yes or no appropriately.**

Materials Needed:

- Various items or toys and various small food items including both items they like and items they will not use/eat

Instructions for Caregivers:

- Hold item. Ask, "Do you want the __?" If the participant says "yes," provide the item. If the participant says "no," do not give the item.
- If the item is preferred and they say "yes," the response is correct. If the participant says "yes" to an item and doesn't use it/eat it, then the answer is not correct. A "no" to non-preferred items is correct.

Typical Stimuli:

- Candy, raisins, favorite toys, other preferred foods/items
- Items that are useless/neutral to the participant (big book, calculator, etc.)

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Mands: Scanning an Array- 5F

Goal:

- **When provided with an array of three to ten items, the participant will select a preferred item.**

Materials Needed:

- 1 preferred item and several non-preferred items

Instructions for Caregivers:

- Present a preferred edible or toy along with 2-9 other edibles or toys.
- Tell the participant, "Choose one." Provide the item that the participant chooses.

Typical Stimuli:

- Bite-sized candies, stuffed bear, blocks, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Vocal Mand- 5G

Goal:
- **When presented with a preferred item, the participant will use words to request it.**

Materials Needed:
- Highly preferred items such as toys, candy, or other small pieces of food

Instructions for Caregivers:
- Show the item and ask, "What do you want?"
- Provide the item following a correct response.

Typical Stimuli:
- Names of candy, food, or preferred items

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Follow One-step Directions- 5H

Goal:
- **When presented with items and a simple instruction, the participant will follow the instruction.**

Materials Needed:
- Everyday items known to the participant

Instructions for Caregivers:
- Give an instruction for the participant to follow.

Typical Stimuli:
- Stack blocks, put bear in cup, put bear on block, drop pencil on the floor, pick up the key, spin the pencil, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Follow Basic Instructions- 6A

Goal:

- **When presented with a simple instruction to perform an action, the participant will follow it.**

Materials Needed:

- None

Instructions for Caregivers:

- Give the participant an instruction to perform some action.

Typical Stimuli:

- Clap, wave, shake your head, stomp your foot, look here, touch your ear, raise your hand, bite, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Greetings and Farewells- 6B

Goal:
- **When presented with a greeting or farewell from another person, the participant will respond appropriately.**

Materials Needed:
- None

Instructions for Caregivers:
- When another person enters the room, have that person greet the participant (or when another person leaves the room, have that person say good-bye to the participant).

Typical Stimuli:
- Familiar people
- "Hello," "Hi," "Hey," "Good morning"
- "See you later," "Goodbye," "Bye"

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction

Program Name: Imitate Drawing Basic Shapes- 6C

Goal:
- **When provided with a model, the participant will be able to imitate drawing shapes.**

Materials Needed:
- Pencil/pen/marker/crayon
- Paper

Instructions for Caregivers:
- Say, "Do this," and draw a simple shape.
- Give the pen to the participant.

Typical Stimuli:
- Circle, square, triangle, rectangle, oval, other shapes of different sizes, multiple drawings of each shape, mixtures of different shapes, combinations (triangle on top of a square to make a simple house)

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Tracing Letters- 6D

Goal:
- **When provided with a sample letter, the participant will be able to trace over it.**

Materials Needed:
- Traceable letters on paper or marker board, writing utensil

Instructions for Caregivers:
- Place down a partially filled in letter or draw one.
- Tell the participant to trace over the letter.

Typical Stimuli:
- Letters of the alphabet

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tracing Numbers— 6E

Goal:
- **When provided with a sample number, the participant will be able to trace over it.**

Materials Needed:
- Traceable numbers on paper, pencil or marker board, markers

Instructions for Caregivers:
- Place down a partially filled in number or draw one
- Tell the participant to write the number

Typical Stimuli:
- Numbers, e.g., 1, 9, 176, 1084

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tracing Words— 6F

Goal:

- **When provided with a sample word, the participant will be able to trace over it.**

Materials Needed:

- Traceable words on paper, pencil or marker board, markers

Instructions for Caregivers:

- Place down word with partially filled in letters or write one.
- Tell the participant to write the word.

Typical Stimuli:

- Words- candy, pizza, trolley, cat, dog, cheese, ball, the participant's name

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Vocally Imitate 2-3 Words- 6G

Goal:
- **When presented with a 2-3 word phrase, the participant will imitate it.**

Materials Needed:
- None

Instructions for Caregivers:
- Say a 2-3 word phrase.
- Have participant repeat it.

Typical Stimuli:
- "I like cookies," "I play with toys," "Hey you!" "I'd like _____," "Yes, please," "I like you."

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Vocal Volume Imitation- 6H

Goal:

- **When provided with a spoken example, the participant will imitate the volume of the words.**

Materials Needed:

- None

Instructions for Caregivers:

- Say, "Do this."
- Emphasize one word in a phrase with a different volume (loud/soft).

Typical Stimuli:

- Loud/soft- "**BIG** dog"

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Match Reinforcing Items- 6I

Goal:
- **When presented with a preferred sample item and an array of two items, the participant will choose the item that matches the sample.**

Materials Needed:
- Highly preferred items, reinforcing objects, small pieces of preferred edibles

Instructions for Caregivers:
- Place 2 different items or edibles in front of the participant.
- Give participant a preferred item to match.
- Say, "Pick the same."

Typical Stimuli:
- Candy, toys, games, small pieces of a granola bar, small apple pieces

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Match Objects (3D)- 6J

Goal:
- When presented with a neutral sample item and an array of two items, the participant will choose the item that matches the sample.

Materials Needed:
- Everyday objects known to the participant (non-preferred)

Instructions for Caregivers:
- Place 2 different items or edibles in front of the participant.
- Give participant a non-preferred, everyday item to match.
- Say, "Pick the same."

Typical Stimuli:
- Items or foods that are not highly preferred, color blocks, pictures of common items, silverware, cups, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Match Pictures- 7A

Goal:
- **When provided with a sample picture and an array, the participant will choose the picture that matches the sample.**

Materials Needed:
- Picture Cards

Instructions for Caregivers:
- Place 4 cards on a flat surface.
- Hand an object to the participant.
- Say, "Match/Put this with the same.

Typical Stimuli:
- Dog, cat, bird, cheese, bread, cookie, tree, rat, camel, 3, R, people, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

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2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Match Colors- 7B

Goal:
- **When presented with an example color, the participant will match it with an identical color.**

Materials Needed:
- Pairs of cards depicting different colors

Instructions for Caregivers:
- Place an array of 3-10 unique colors in front of the participant.
- Give the participant the matching color cards.
- Say, "Put with same color."

Typical Stimuli:
- Blue, purple, red, green, pink, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Match Numbers and Letters- 7C

Goal:
- **When presented with an example number or letter, the participant will match it with an identical number or letter.**

Materials Needed:
- Pairs of number cards or letter cards

Instructions for Caregivers:
- Place an array of 3-10 unique numbers or letters on a flat surface.
- Give the participant the matching number or letter cards.
- Say, "Put with same."

Typical Stimuli:
- Numbers 1-10, any letters in alphabet

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Match Money- 7D

Goal:
- **When presented with an example money item, the participant will match it with an identical money item.**

Materials Needed:
- Pairs of money items

Instructions for Caregivers:
- Place an array of 3-10 unique money items on a flat surface.
- Give the participant the matching money items.
- Say, "Put with same."

Typical Stimuli:
- Dollar bills, pennies, quarters, dimes, nickels, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Match Items to Pictures- 7E

Goal:
- **When presented with an object, the participant will match it to a picture of that same object.**

Materials Needed:
- Pairs of pictures and corresponding physical items

Instructions for Caregivers:
- Place an array of 3-10 unique pictures on a flat surface.
- Give the participant the matching item
- Say, "Put with same."

Typical Stimuli:
- Block picture and block, pretzel picture and pretzel, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Transcription: Copy Letters- 7F

Goal:
- **When provided with an example letter, the participant will copy it using a writing utensil.**

Materials Needed:
- Writing utensil, paper

Instructions for Caregivers:
- Have a letter written on top of the paper.
- Give the participant the paper and writing utensil.
- Say, “Write this letter.”

Typical Stimuli:
- Letters of alphabet (a, b, c, h, i, etc.)

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Transcription: Copy Words- 7G

Goal:
- **When provided with an example word, the participant will copy it using a writing utensil.**

Materials Needed:
- Pencil, paper

Instructions for Caregivers:
- Have a word written on top of the paper.
- Give the participant the paper and writing utensil.
- Say, "Write this word."

Typical Stimuli:
- Words (cat, dog, bug, bat, hat, etc.)

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Imitate Animal Sounds- 7H

Goal:
- **When provided with a sample animal sound, the participant will be able to imitate it.**

Materials Needed:
- None

Instructions for Caregivers:
- Say, "Do this," and make an animal sound

Typical Stimuli:
- Rawr, bark, meow, purr, ruff, moo, oink, neigh, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Transcription: Letters by Sound- 7I

Goal:

- **After hearing the sound of a letter, the participant will write the appropriate letter.**

Materials Needed:

- Paper, pencil/marker/crayon/pen

Instructions for Caregivers:

- Give the participant something to write with.
- Say, "Write (phonetic letter sound)."

Typical Stimuli:

- Spoken letters- ah, ee, p, zzz, da, fff (sound out the sounds that letters make)

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Transcription: Numbers- 7J

Goal:
- **After hearing the name of a number, the participant will write the appropriate number.**

Materials Needed:
- Paper, pencil/marker/crayon/pen

Instructions for Caregivers:
- Say, "Write (number)."

Typical Stimuli:
- 1-20

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Transcription: Letters- 7K

Goal:
- **After hearing the name of a letter, the participant will write the appropriate letter.**

Materials Needed:
- Paper, pencil/marker/crayon/pen

Instructions for Caregivers:
- Say, "Write (letter)."

Typical Stimuli:
- Spoken letters: A, B, C, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Simple Drawing- 7L

Goal:
- **When prompted, the participant will draw a simple object.**

Materials Needed:
- Pencil or other writing material
- Paper

Instructions for Caregivers:
- Say, "Draw ____" and then something simple to draw that the participant is familiar with.

Typical Stimuli:
- Car, dog, dad, mom, rainbow, chair, sun, moon, house- anything very familiar or with simple shapes

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Toys-8A

Goal:
- **When presented with an array, the participant will point to the correct toy picture.**

Materials Needed:
- Pictures of toys that the participant is familiar with

Instructions for Caregivers:
- Place 3-10 pictures of toys on a flat surface in front of the participant.
- Say, "Show me ___."
- Have the participant identify correct vehicle picture.

Typical Stimuli:
- Bubbles, trucks, puzzles, baby dolls, blocks, bricks, game system, puzzle

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Common Items- 8B

Goal:
- When presented with an array of pictures, the participant will point to the correct picture of a common item.

Materials Needed:
- Pictures of common items that the participant uses or encounters frequently

Instructions for Caregivers:
- Place 3-10 pictures on a flat surface in front of the participant.
- Say, "Show me ___."

Typical Stimuli:
- Shovel, bowl, spoon, fork, bucket, pencil, pen, marker, paper, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Receptively Label Food- 8C

Goal: • When presented with an array of food pictures, the participant will point to the correct food item.
Materials Needed: • Pictures of common foods that the participant eats or encounters frequently
Instructions for Caregivers: • Place 3-10 pictures of food on a flat surface in front of the participant. • Say, "Show me ___."
Typical Stimuli: • Carrot, raisin, chocolate, cabbage, hot dog, ravioli, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Animals- 8D

Goal:
- When presented with an array of animal pictures, the participant will point to the correct animal.

Materials Needed:
- Pictures of animals

Instructions for Caregivers:
- Place 3-10 pictures of animals on a flat surface in front of the participant.
- Say, "Show me ___."

Typical Stimuli:
- Buffalo, cat, dog, rat, pigeon, fox, beaver, cow, moose, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Receptively Label Clothing- 8E

Goal:
- **When presented with an array of clothing pictures, the participant will point to the correct article of clothing.**

Materials Needed:
- Pictures of different types of clothing or a variety of dolls wearing different clothing items

Instructions for Caregivers:
- Place 3-10 pictures on a flat surface or display a doll wearing multiple clothing items.
- Say, “Show me ___.”

Typical Stimuli:
- Shirt, coat, blazer, vest, pants, shorts, shoes, socks, gloves, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Demonstrate Adverb Actions- 8F

Goal:

- When asked to perform a motor action including adverbs such as softly, quickly, or slowly, the participant will respond appropriately.

Materials Needed:

- None

Instructions for Caregivers:

- Give the participant an instruction to perform some motor movement in a specific way using an adverb.

Typical Stimuli:

- Tap your leg softly, pat your head slowly, stomp your feet quickly, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Intraverbal: Songs- 8G

Goal:
- **When presented with a familiar, incomplete song, the participant can finish it.**

Materials Needed:
- None

Instructions for Caregivers:
- Say, “What comes next?” and sing part of a song the participant knows, stopping in the middle of the song.

Typical Stimuli:
- Itsy Bitsy Spider, Twinkle Twinkle, Days of the Week, Ring Around the Rosie, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Follow Three-step Directions- 8H

Goal:
- **When provided with instructions, the participant will be able to perform three consecutive tasks.**

Materials Needed:
- Blocks, crayons, tiles, cups, other small objects

Instructions for Caregivers:
- Give the participant a sequence of 3 instructions.
- He or she must wait until the instructions are finished before responding, and then must correctly follow each instruction in the order they were given.

Typical Stimuli:
- "Touch your head, draw a circle, and tell me your name."
- "Stack the blocks, put bear on blocks, and hand me that pencil."

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Intraverbal: Personal Information- 8I

Goal:
- **When asked, the participant will respond to personal information questions.**

Materials Needed:
- None

Instructions for Caregivers:
- Ask the participants questions about personal info that you already know the answer to.

Typical Stimuli:
- Birthday, address, phone number, family member names, school name, town, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Tact Reinforcing Items- 8J

Goal:
- **When shown a picture of one of his or her favorite items, the participant will say the name of the pictured item.**

Materials Needed:
- Pictures of reinforcing items such as toys, books, blocks, games, etc.

Instructions for Caregivers:
- Hold up a picture of a reinforcing item.
- Say, "What is this?"

Typical Stimuli:
- Pictures of blocks, Candyland, colored pencils, favorite books, favorite toys, favorite clothes, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Tact Common Items- 8K

Goal:

- **After seeing a picture of a common item, the participant will say the name of the item.**

Materials Needed:

- Pictures of common items that the participant uses or encounters frequently

Instructions for Caregivers:

- Hold up a picture of a common item.
- Ask, "What is this?"

Typical Stimuli:

- Shovel, bowl, spoon, fork, bucket, pencil, pen, marker, paper, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Foods- 8L

Goal:
- **After seeing a picture of a food item, the participant will say the appropriate food name.**

Materials Needed:
- Pictures of common foods that the participant eats or encounters frequently

Instructions for Caregivers:
- Hold up a picture of a food.
- Say, "What is this?"

Typical Stimuli:
- Carrot, raisin, chocolate candies, cabbage, hot dog, ravioli, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Tact Animals- 8M

Goal:
- **After seeing a picture of a familiar animal, the participant will say the appropriate animal name.**

Materials Needed:
- Pictures of animals

Instructions for Caregivers:
- Hold up a picture of an animal.
- Say, "What is this?"

Typical Stimuli:
- Buffalo, cat, dog, rat, pigeon, fox, beaver, cow, moose, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Clothing- 8N

Goal:
- **After seeing a piece of clothing, the participant will say the appropriate clothing name.**

Materials Needed:
- Pictures of different types of clothing or a variety of dolls wearing different clothing items

Instructions for Caregivers:
- Hold up a picture of a clothing item and ask, "What is this?"
- Hold up a doll, point to an item of clothing, and ask, "What is this?"

Typical Stimuli:
- Shirt, coat, jacket, vest, pants, shorts, shoes, socks, gloves, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Receptively Label Body Parts- 9A

Goal:
- **When provided with an instruction, the participant will point to the correct body part.**

Materials Needed:
- None

Instructions for Caregivers:
- Say, "Point to your (name of a body part)."
- Have the participant identify the correct body part by pointing.

Typical Stimuli:
- Leg, arm, ear, hair, eyes, mouth, feet, hand, finger, elbow, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Receptively Label Shapes- 9B

Goal:
- **When provided with an instruction, the participant will point to the correct shape in an array.**

Materials Needed:
- Cards with pictures of shapes

Instructions for Caregivers:
- Place 3-10 pictures of shapes on a flat surface in front of the participant.
- Say, "Show me ____."
- Have the participant identify the correct shape.

Typical Stimuli:
- Circle, triangle, square, diamond, octagon, rectangle, oval, star, heart

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Colors- 9C

Goal:

- **When provided with an instruction, the participant will point to the correct color in an array.**

Materials Needed:

- Cards with pictures of colors

Instructions for Caregivers:

- Place 3-10 pictures of colors on a flat surface in front of the participant.
- Say, "Show me ___."

Typical Stimuli:

- Red, orange, yellow, green, blue, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label People- 9D

Goal:

- **When provided with an instruction, the participant will point to the correct familiar person in an array.**

Materials Needed:

- Pictures of familiar people and family members

Instructions for Caregivers:

- Place 3-10 pictures of people familiar to the participant on a flat surface in front of him or her.
- Say, "Show me (familiar person's name)."

Typical Stimuli:

- Teachers, staff, the participant's family members, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Receptively Label Plants- 9E

Goal:
- **When provided with an instruction, the participant will point to the correct plant in an array.**

Materials Needed:
- Pictures of different types of plants

Instructions for Caregivers:
- Place 3-10 pictures of plants on a flat surface in front of a participant.
- Say, "Show me ___."

Typical Stimuli:
- Tree, evergreen, Christmas tree, palm tree, bush, shrub, flower, dandelion, weed, grass, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Receptively Label Letters- 9F

Goal:
- **When provided with an instruction, the participant will point to the correct letter in an array.**

Materials Needed:
- Cards or pictures of letters

Instructions for Caregivers:
- Place 3-10 pictures of letters on a flat surface in front of the participant.
- Say, "Show me (name of letter)."

Typical Stimuli:
- A-Z

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Numbers- 9G

Goal:

- When provided with an instruction, the participant will point to the correct number in an array.

Materials Needed:

- Cards or pictures of numbers

Instructions for Caregivers:

- Place 3-10 pictures of numbers on a flat surface in front of the participant.
- Say, "Show me (name of a number)."

Typical Stimuli:

- 1-30

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Intraverbal: Alphabet- 9H

Goal:

- **After hearing a string of letters, the participant will state the next letter of alphabet.**

Materials Needed:

- None

Instructions for Caregivers:

- Ask, "What comes next?" Say 3-6 letters of the alphabet, and then stop.
- Only require the participant to only say the next letter.

Typical Stimuli:

- A-B-C-___, H-I-J-K-____, Q-R-S-____, E-F-G-H-I-J-____

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Color by Numbers- 9I

Goal:
- **When presented with a numbered coloring page, the participant will color the numbered areas of the picture with the corresponding colors.**

Materials Needed:
- Color by number sheets (the picture is divided in to areas with a number corresponding to a certain color. For example, every area with a 1 you would color yellow)
- Markers, crayons, etc

Instructions for Caregivers:
- Find an area with the number 1 and color that area with the correct color.
- Say, "Color where you see the number 1"; hand the participant the correct color.
- Proceed to the next number.

Typical Stimuli:
- Sheets requiring 2-5 colors, pictures with different sizes of color areas (larger areas are typically easier)

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Body Parts- 9J

Goal:
- After seeing the instructor point to a body part, the participant will say the name of that body part.

Materials Needed:
- None

Instructions for Caregivers:
- Point to one of your body parts.
- Ask, "What is this?"

Typical Stimuli:
- Leg, arm, ear, hair, eyes, mouth, feet, hand, finger, elbow, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Shapes- 9K

Goal:
- **After being shown a picture of a shape, the participant will say the name of the shape.**

Materials Needed:
- Pictures of shapes

Instructions for Caregivers:
- Hold up a picture of a shape.
- Ask, "What is this?"

Typical Stimuli:
- Square, rectangle, octagon, hexagon, circle, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Colors- 9L

Goal:
- **After being shown a picture of a color, the participant will say the name of the color.**

Materials Needed:
- Cards with pictures of colors

Instructions for Caregivers:
- Hold up a picture of a color.
- Ask, "What is this?"

Typical Stimuli:
- Red, orange, yellow, green, blue, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact People- 9M

Goal:
- After being shown a picture of a familiar person, the participant will name that person.

Materials Needed:
- Pictures of familiar people and family members

Instructions for Caregivers:
- Hold up a picture of a known person.
- Ask, "Who is this?"

Typical Stimuli:
- Me, the participant's staff member, the participant's mom, dad, sister, uncle, aunt, cousin, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Plants- 9N

Goal:
- After being shown a picture of a plant, the participant will say the name of the plant.

Materials Needed:
- Pictures of different types of plants

Instructions for Caregivers:
- Hold up a picture of a plant.
- Ask, "What is this?"

Typical Stimuli:
- Tree, evergreen, Christmas tree, palm tree, bush, shrub, flower, dandelion, weeds, grass, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Letters- 90

Goal:
- **After being shown a picture of a letter, the participant will say the name of the letter.**

Materials Needed:
- Cards or pictures of letters

Instructions for Caregivers:
- Hold up a picture of a letter.
- Say, "What is this?"

Typical Stimuli:
- A-Z

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Numbers- 9P

Goal:
- **When presented with a picture of a number, the participant will say the name of the number.**

Materials Needed:
- Cards or pictures of numbers

Instructions for Caregivers:
- Hold up a picture of a number.
- Ask, “What is this?”

Typical Stimuli:
- 1-30

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Letter Sounds- 10A

Goal:

- **When given a letter sound, the participant will point to the correct letter in an array.**

Materials Needed:

- Cards with letters printed on them

Instructions for Caregivers:

- Place 3-10 cards in front of the participant.
- Ask, "Which letter says '*aye*'?"

Typical Stimuli:

- A, B, C, D, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Receptively Label Coins– 10B

Goal:
- **When given a coin name, the participant will select the correct coin in an array.**

Materials Needed:
- Coins

Instructions for Caregivers:
- Place 2-4 coins on a flat surface in front of the participant.
- Say, "Show me the (coin)."

Typical Stimuli:
- Penny, quarter, nickel, dime

imulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Actions- 10C

Goal:
- **When given the name of an action, the participant will point to the correct action in an array of pictures.**

Materials Needed:
- Pictures of people performing actions

Instructions for Caregivers:
- Place 3-10 pictures of people doing different actions on a flat surface in front of the participant.
- Say, "Find the one that is (action word)?"

Typical Stimuli:
- Running, sleeping, eating, jumping, laughing, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Toy Functions– 10D

Goal:
- When given a toy function, the participant will point to the correct toy in an array.

Materials Needed:
- 2D/3D items

Instructions for Caregivers:
- Place 4 toys on a flat surface in front of the participant.
- Say, "Find/Touch the item that is used for ___."

Typical Stimuli:
- Car (driving), boat (floating), airplane (flying).

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

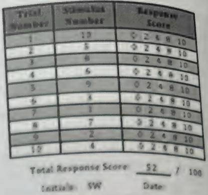
2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

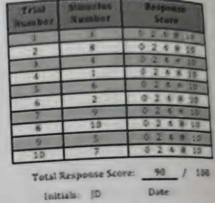
the severity of the prompts necessary. Now take a look at the second trial block. In this session, the learner responded correctly on the same 2 trials, but the scoring system designed in PEAK shows significant changes. Though the learner again scored 20% correct, one can see progress in the prompt level with all of the scores moving from 0 to 4s and 8s. Now notice the third trial block. One can clearly see progress in level of prompting required for a correct response, as well as the overall accuracy.



Trial Number	Stimulus Number	Response Score
1	10	0 2 4 8 10
2	5	0 2 4 8 10
3	8	0 2 4 8 10
4	6	0 2 4 8 10
5	9	0 2 4 8 10
6	4	0 2 4 8 10
7	1	0 2 4 8 10
8	7	0 2 4 8 10
9	2	0 2 4 8 10
10	4	0 2 4 8 10

Total Response Score: 52 / 100

Initials: SW Date:



Trial Number	Stimulus Number	Response Score
1	5	0 2 4 8 10
2	8	0 2 4 8 10
3	4	0 2 4 8 10
4	1	0 2 4 8 10
5	6	0 2 4 8 10
6	2	0 2 4 8 10
7	9	0 2 4 8 10
8	10	0 2 4 8 10
9	3	0 2 4 8 10
10	7	0 2 4 8 10

Total Response Score: 90 / 100

Initials: JD Date:

Below each table is a space to record the sum of the response scores. Add up the response scores for the entire block. This score can be used to summarize performance and determine when a student has mastered the skill targeted by the program.

Progress Monitoring

Every learner's progress through the PEAK system will be uniquely dependent on the individual's functioning level, learning environment, and stimuli. For this reasons, instructors are encouraged to develop and implement strategies for determining mastery criteria and data analysis that best fit the particulars of their learner and learning environment.

Program Instruction Sheet

Program Name: Receptively Label Farm Animals– 10E

Goal:
- **When given the name of a farm animal, the participant will point to the correct animal in an array.**

Materials Needed:
- Pictures of farm animals

Instructions for Caregivers:
- Place 3-10 pictures on a flat surface in front of the participant.
- Say, "Find/Touch the (farm animal)."

Typical Stimuli:
- Cow, horse, pig, rooster, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Two-letter Sounds– 10F

Goal:
- **When given a two-letter sound, the participant will point to the correct combination in an array.**

Materials Needed:
- Word cards with two-letter combinations

Instructions for Caregivers:
- Place 3-10 cards with two-letter combinations on them on a flat surface
- Say, "Which one makes the sound (sound)?"

Typical Stimuli:
- sh, th, ch, ha, ba
- "Which one makes the sound, 'sh'?"

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Community Helpers– 10G

Goal:
- **When given the name of a community helper, the participant will point to the correct picture in an array.**

Materials Needed:
- Pictures of community helpers

Instructions for Caregivers:
- Place 3-10 pictures on a flat surface.
- Say, "Show me the (community helper)."

Typical Stimuli:
- Pictures of police officers, fire fighters, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Planets– 10H

Goal:
- **When given the name of a planet, the participant will point to the correct picture in an array.**

Materials Needed:
- Pictures of planets

Instructions for Caregivers:
- Place 3-8 pictures of planets on a flat surface in front of the participant.
- Say, “Show me (planet).”

Typical Stimuli:
- Earth, Mars, Jupiter, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Intraverbal: Phrases- 101

Goal:

- When presented with a familiar incomplete phrase, the participant can finish it.

Materials Needed:

- None

Instructions for Caregivers:

- Say, "What comes next?" and say part of a phrase the participant knows, but stop with one word left.

Typical Stimuli:

- "Ring around the ____."
- "Jack and Jill went up the ____."
- "The early bird gets the ____."

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Intraverbal: Features- 10J

Goal:
- **When the participant is presented with a description, he or she will respond with an appropriate item or being (eg. What has stripes?).**

Materials Needed:
- None

Instructions for Caregivers:
- Say, "Tell me something that has (feature)."
- The participant should respond with an appropriate (item, animal, etc.).

Typical Stimuli:
- "Tell me something that has stripes." (The participant could answer "A zebra.")

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Letters by Sound- 10K

Goal:
- **When shown a letter, the participant will say the appropriate phonetic sound.**

Materials Needed:
- Cards with letters printed on them

Instructions for Caregivers:
- Show the participant a picture of a letter.
- Say, "What sound does __ make?"

Typical Stimuli:
- A, B, C, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Coins- 10L

Goal:

- **When presented with a single coin, the participant will name it appropriately.**

Materials Needed:

- Coins

Instructions for Caregivers:

- Place a coin in front of the participant.
- Ask the participant "What is it?"

Typical Stimuli:

- Penny, quarter, nickel, dime

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Actions– 10M

Goal:

- **When presented with an action, the participant will name it appropriately.**

Materials Needed:

- Pictures of people performing actions

Instructions for Caregivers:

- Show a picture to or perform an action for the participant.
- Ask, "What is he/she doing?" or "What am I doing?"

Typical Stimuli:

- Running, sleeping, eating, jumping, laughing, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Toy Functions– 10N

Goal:
- When given a toy, the participant will appropriately identify its function.

Materials Needed:
- 2D/3D items

Instructions for Caregivers:
- Present a toy to the participant.
- Ask, "What does this toy do?"

Typical Stimuli:
- Car (driving), boat (floating), airplane (flying), toy hammer (hitting nails), kitchen set (cooking)

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Farm Animals– 100

Goal:
- **When presented with a picture of a farm animal, the participant will appropriately name the animal.**

Materials Needed:
- Pictures of farm animals

Instructions for Caregivers:
- Show the participant a picture of a farm animal.
- Ask, "What is it?"

Typical Stimuli:
- Cow, horse, pig, rooster, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Textual: Two-letter Sounds– 10P

Goal:

- **When presented with two letters, the participant will produce the sound that they make.**

Materials Needed:

- Word cards with two-letter combinations

Instructions for Caregivers:

- Show the participant a card with letters on it.
- Ask, "What sound?"

Typical Stimuli:

- Sh, th, ch, ha, ba
- "What sound," (with card with "OD" printed on it) and the participant says, "od."

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Community Helper- 10Q

Goal:
- **When presented with a picture of a community helper, the participant will appropriately name it.**

Materials Needed:
- Pictures of community helpers

Instructions for Caregivers:
- Show the participant a picture of a community helper.
- Ask, “Who is this?”

Typical Stimuli:
- Pictures of police officers, fire fighters, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Planet Names- 10R

Goal:
- **When presented with a picture of a planet, the participant will appropriately name it.**

Materials Needed:
- Pictures of planets

Instructions for Caregivers:
- Show the participant a picture of a planet.
- Ask, "Which planet is this?"

Typical Stimuli:
- Earth, Mars, Jupiter, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Sensory Feelings- 11A

Goal:
- **When presented with an array of pictures of sensory feelings and an instruction, the participant will point to the correct feeling.**

Materials Needed:
- Picture cards of people experiencing different sensations

Instructions for Caregivers:
- Place 3 sensory feeling cards on a flat surface in front of the participant.
- Ask, "Which one is feeling (sensory feeling)?"

Typical Stimuli:
- Picture of person under a blanket (warm), picture of person getting hit by a ball (hurt), picture of person falling asleep (tired)

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Coin Values- 11B

Goal:
- When presented with an array of coins and a coin value, the participant will point to the correct coin.

Materials Needed:
- Different Types of Coins

Instructions for Caregivers:
- Put 2 or 3 coins on a flat surface in front of the participant.
- Ask, "Which one is worth (value [e.g., 5¢])?"

Typical Stimuli:
- Pennies, nickels, dimes, quarters

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Rooms- 11C

Goal:

- When presented with an array of pictures of rooms and a room name, the participant will point to the correct pictures.

Materials Needed:

- Pictures of rooms of the house or other familiar buildings.

Instructions for Caregivers:

- Place 3-10 pictures on a flat surface in front of the participant.
- Ask, "Which one is the (room)?"

Typical Stimuli:

- Bedroom, bathroom, kitchen, play room, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Money Amounts- 11D

Goal:
- When presented with an array of coins and a target value, the participant will choose the correct combination of coins to equal the value.

Materials Needed:
- Coins

Instructions for Caregivers:
- Place multiple coins in front of the participant.
- Say, "Give me (amount of money)."

Typical Stimuli:
- $.15, $.23, $.09, $.12

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Body Part Function- 11E

Goal:

- **When told a bodily function, the participant will identify the body part that performs that function.**

Materials Needed:

- None

Instructions for Caregivers:

- Say, "Point to the body part that ____," and say the function of a body part.

Typical Stimuli:

- What body part hears, talks, tastes, chews, smells, touches, picks things up, walks, kicks, throws, sees, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Delayed Picture Identification- 11F

Goal:
- **After the participant has seen a picture and it is hidden for 15 seconds, the particpant will point to that picture in an array.**

Materials Needed:
- Picture Cards

Instructions for Caregivers:
- Hold up picture and ensure the participant looks at it.
- Put the picture away and wait 15 seconds.
- Then, present the picture in an array of 3-10 other pictures.
- Ask, "Which one did I show you?"

Typical Stimuli:
- Familiar items

mulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Which One Doesn't Belong?- 11G

Goal:
- **When presented with two pictures in a category and one that is not, the participant will identify the picture that does not belong.**

Materials Needed:
- Picture cards with examples of cards which belong to the same category and cards which do not

Instructions for Caregivers:
- Present 2 cards that belong to the same category and 1 that does not belong.
- Ask, "Which one doesn't belong?"

Typical Stimuli:
- Cards belonging to the same class and cards which do not (e.g., an airplane, a car, and an apple)

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Receptively Label Seasons- 11H

Goal:
- **When presented with an array of pictures of seasons and an instruction, the participant will point to the correct season.**

Materials Needed:
- Cards depicting pictures of seasons

Instructions for Caregivers:
- Place 3-10 cards on a flat surface in front of the participant.
- Ask, "Which one is (season)?"

Typical Stimuli:
- Winter, spring, summer, fall

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Sight Words- 11I

Goal:
- **When presented with an array of cards with simple words on them and an instruction, the participant will point to the correct text.**

Materials Needed:
- Cards with words printed on them

Instructions for Caregivers:
- Place 3-10 word cards on a flat surface in front of the participant.
- Ask, "Which one is (word)?"

Typical Stimuli:
- Cat, dog, pencil, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Intraverbal: Functions- 11J

Goal:
- When provided with a function and instruction, the participant will say an item that performs that function.

Materials Needed:
- None

Instructions for Caregivers:
- Ask, "What do you (function) with?"

Typical Stimuli:
- Eat (fork), cut paper (scissors), play basketball (hoop), etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Intraverbal: Class- 11K

Goal:
- **When provided with a category, the participant will be able to name an item in that category (e.g., name a fruit).**

Materials Needed:
- None

Instructions for Caregivers:
- Say, "Tell me something that is a (category)."

Typical Stimuli:
- Vehicles, furniture, animals, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Intraverbal: Emotions- 11L

Goal:
- When presented with an intraverbal statement related to an emotion, the participant will be able to appropriately identify the corresponding emotion or feeling.

Materials Needed:
- None

Instructions for Caregivers:
- Make a statement about someone that entails an emotion.
- Then ask, "What might they be feeling?"

Typical Stimuli:
- Statements that reflect common emotions, e.g. "Its Billy's birthday," "Julie lost her stuffed animal," "Ashley won a prize," "Aaron took Seth's toy", or "Kyle broke his arm."

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Values of Coins- 11M

Goal:
- When presented with an array of coins, the participant will state the correct value for one coin.

Materials Needed:
- Penny, nickel, dime, quarter

Instructions for Caregivers:
- Place 2-4 in front of the participant.
- Point to a coin. Ask, "How much is it worth?"
- Vary the order of the arrays the coins are presented in for each trial.

Typical Stimuli:
- Pennies, nickels, dimes, quarters

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Rooms– 11N

Goal:

- **When presented with a picture of a room in a house or familiar building, the participant will say the name of the room.**

Materials Needed:

- Pictures of rooms of the house, or other familiar buildings.

Instructions for Caregivers:

- Hold up a picture of a room.
- Say, "What room?"

Typical Stimuli:

- Bedroom, bathroom, kitchen, play room, etc.

imulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Money– 110

Goal:
- When presented with an array of money, the participant will say the name of the different money forms.

Materials Needed:
- Penny, nickel, dime, quarter, dollar bill, $5 bill, etc.

Instructions for Caregivers:
- Put 3-10 money items in an array in front of the participant.
- Point to a money item.
- Ask, "What is it?"

Typical Stimuli:
- Penny, nickel, dime, quarter, dollar bill, $5 bill, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Sensory Adjectives- 11P

Goal:
- **When presented with an item that appeals to a particular sense, he or she will use adjectives to describe the smells, tastes, etc.**

Materials Needed:
- Actual items that you experience through various sense modes (smell/taste/feel/hear)

Instructions for Caregivers:
- Show the participant an item you experience through a specific sense.
- Ask him or her to describe the item using a specific sense.

Typical Stimuli:
- A flower, sandpaper, smooth surface, bell
- "How does this smell?"

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Following Delay– 11Q

Goal:
- **After the participant has seen a picture and it is hidden for 15 seconds, the participant will say what was shown in the picture.**

Materials Needed:
- Picture cards

Instructions for Caregivers:
- Hold up picture and ensure the participant looks at it.
- Put card away and wait 15 seconds.
- Say, "What did I show you?"

Typical Stimuli:
- Pictures of familiar items (ball, animal, favorite toy, bed, body parts, etc.)

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Tact Item that Doesn't Belong- 11R

Goal:

- **When presented with an array of three identical items and a non-identical item, the participant will identify the non-identical item.**

Materials Needed:

- Multiple identical pictures or items, one non-identical picture or item

Instructions for Caregivers:

- Put out an array of 3 identical items and 1 non-identical item.
- Ask the participant, "Which one is different?"

Typical Stimuli:

- 3 yellow cards and 1 blue card, 3 carrots and 1 block, 3 pencils and 1 toy, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Seasons– 11S

Goal:
- **When shown a picture of a season, the participant will correctly say the name of the season.**

Materials Needed:
- Cards depicting pictures of seasons

Instructions for Caregivers:
- Show the participant a picture of a season.
- Ask "What season?"

Typical Stimuli:
- Winter, summer, spring, fall

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Sounds- 11T

Goal:
- After being provided with a familiar sound, the participant will name what makes that sound.

Materials Needed:
- CD with various animal sounds

Instructions for Caregivers:
- Play sound from CD or make the sound yourself.
- Ask, "What is it?"

Typical Stimuli:
- Oink (pig), vroom (car), thunder, meow (cat), etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Vehicles- 12A

Goal:

- **When presented with an array of vehicle pictures, the participant will point to the correct vehicle picture.**

Materials Needed:

- Pictures of cars, boats, airplanes, SUV's, trucks, tractors, etc.

Instructions for Caregivers:

- Place 3-10 pictures of vehicles on a flat surface in front of the participant.
- Say, "Show me ___."

Typical Stimuli:

- Car, boat, airplane, jet, truck, tractor, wagon, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventual produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Receptively Label Time- 12B

Goal:
- **When presented with an array of clocks and a target time, the participant will point to a picture of a clock displaying the specified time.**

Materials Needed:
- Pictures of different times (AM and PM) on analog or digital clocks

Instructions for Caregivers:
- Place 3-10 clock cards on a flat surface in front of the participant.
- Say "Which one is (time)?"

Typical Stimuli:
- 1:00am, 1:30pm, 2:00am, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Emotions– 12C

Goal:

- When presented with an array of emotion cards and a target emotion, the participant will point to the card displaying the specified emotion.

Materials Needed:

- Picture cards of faces/expressions demonstrating various emotions

Instructions for Caregivers:

- Place 3-10 cards on a flat surface in front of the participant.
- Say, "Which one is (emotion)?"

Typical Stimuli:

- Happy, sad, afraid, excited, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Receptively Label Weather– 12D

Goal:
- **When presented with an array of weather pictures and a target type of weather, the particpant will point to the card displaying the correct type of weather.**

Materials Needed:
- Pictures of different types of weather

Instructions for Caregivers:
- Put out 3-10 weather cards on a flat surface in front of the participant.
- Say "Find (weather type)."

Typical Stimuli:
- Sunny, rainy, stormy, snowy, partially cloudy, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Kitchen Item Functions- 12E

Goal:
- **When presented with an array of kitchen items and a target function, the participant will point to the kitchen item that performs that function.**

Materials Needed:
- Pictures of kitchen items, actual kitchen items

Instructions for Caregivers:
- Lay out 3-10 kitchen items or pictures.
- Say, "Find the item that is used to ____."

Typical Stimuli:
- Stove (cooks food), dishwasher (washes dishes), refrigerator (keeps food cold), etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Receptively Label Items by Class- 12F

Goal:
- **When presented with a category, the participant will point to an item or picture in that category.**

Materials Needed:
- Classes of pictures or actual items (food, toys, clothing, etc.)

Instructions for Caregivers:
- Place 3-10 items on a flat surface in front of the participant.
- Say, "Touch a ____ (category)."

Typical Stimuli:
- Food, toys, clothing, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Items by Feature- 12G

Goal:
- **When presented with an array of items, the participant will point to a particular item based on a provided feature.**

Materials Needed:
- Pictures or actual items that have same features (wings, buttons, etc.)

Instructions for Caregivers:
- Put 3-10 items on a flat surface in front of the participant, each with a unique feature.
- Say, "Find one that has ____ (feature)."

Typical Stimuli:
- Any item, animal, etc. which has a specific feature (e.g. noses, wings, wheels, buttons, doors, etc.)
- "Find one that has wings."

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Community Signs- 12H

Goal:
- **When presented with an array of community signs and the name of a sign, the participant will point to the correct community sign.**

Materials Needed:
- Pictures of community signs

Instructions for Caregivers:
- Place 3-10 pictures of community signs on a flat surface in front of the participant.
- Say, "Show me the ____ sign."

Typical Stimuli:
- Stop sign, pedestrian crossing sign, railroad crossing, one way, caution wet floor, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Calendar Parts- 12I

Goal:

- **When presented with a calendar, the participant will point to different parts of a calendar (days, months, etc.).**

Materials Needed:

- Calendar

Instructions for Caregivers:

- Place calendar on the table.
- Say, "Show me (part oof the calendar)."

Typical Stimuli:

- Month names, numbers, day names, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Receptively Label Months & Days- 12J

Goal:
- **When presented with an array of words, the participant will correctly identify the month or day.**

Materials Needed:
- Words of months and days of the week

Instructions for Caregivers:
- Place 3-10 month or day name cards on a flat surface.
- Ask the participant to point to a month or day.

Typical Stimuli:
- Words spelling out months (e.g., October, June, May, etc.) or days (e.g., Friday, Monday, Saturday, etc.)

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Story-telling Intraverbals- 12K

Goal:
- After hearing or watching a story, the participant will use 10 words or more to describe what happened in a story.

Materials Needed:
- Video clips, short stories

Instructions for Caregivers:
- Have the participant watch a video clip, a scene, or hear a short story.
- Say to the participant, "Tell me what happened."

Typical Stimuli:
- Watch a video clip from a movie or read a story.
- Prompt: "What did the dog do?" or "Where did he go?"
- Correct: "The dog ran across the street really fast and turned around and ran back."

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Textual: Sight Words– 12L

Goal:
- **When presented with a simple word on a card, the participant will read the word aloud.**

Materials Needed:
- Cards with words printed on them

Instructions for Caregivers:
- Show the participant a word card.
- Ask, "What is it?" or "What does it say?"

Typical Stimuli:
- Cat, dog, pencil, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Tact Recently Completed Actions- 12M

Goal:

- After observing an action and waiting five seconds, the participant will correctly say what the action was.

Materials Needed:

- None

Instructions for Caregivers:

- Perform an action.
- 5 seconds after you finished performing the action, ask, "What did I do?"

Typical Stimuli:

- Running, sleeping, eating, jumping, laughing, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Tact Vehicles- 12N

Goal:

- **After seeing a picture of a vehicle, the participant will say the appropriate vehicle name.**

Materials Needed:

- Pictures of cars, boats, airplanes, trucks, tractors, etc

Instructions for Caregivers:

- Hold up a picture of a vehicle.
- Say, "What is this?"

Typical Stimuli:

- Car, boat, airplane, jet, truck, tractor, wagon, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Time- 120

Goal:
- When presented with a picture of a clock, the participant will tell the time.

Materials Needed:
- Pictures of different times (AM and PM) on analog or digital clocks

Instructions for Caregivers:
- Present a picture of a clock to the participant.
- Say, "What time is it?"

Typical Stimuli:
- 1:00am, 1:30pm, 2:00am, etc. on a digital and analog clock

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Emotions- 12P

Goal:
- **When presented with a picture of an emotion, the participant will correctly name the emotion.**

Materials Needed:
- Picture cards of faces/expressions

Instructions for Caregivers:
- Present a picture of an emotion or feeling to the participant.
- Say, "What is this person feeling?"

Typical Stimuli:
- Pictures of different types of individuals (children, adults, varied races, etc.) displaying emotions (happy, sad, nervous, etc.)

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Tact Weather- 12Q

Goal:

- **When presented with a picture of weather, the participant will describe it using at least one word.**

Materials Needed:

- Picture cards of different weather events or types of weather

Instructions for Caregivers:

- Present a picture of weather to the participant.
- Ask, "What is the weather like?

Typical Stimuli:

- Pictures of clouds, sunny skies, stormy seas, windy trees being blown over, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Tact Kitchen Item Functions- 12R

Goal:

- **When asked about the functions of kitchen items, the participant will name the appropriate functions.**

Materials Needed:

- Pictures of kitchen items or actual items from the kitchen

Instructions for Caregivers:

- Present an item to the participant.
- Ask, "What does this do?"

Typical Stimuli:

- Pan frying mitt not getting burned; spoon- eating or stirring; knife- cutting, etc.

mulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Item Class- 12S

Goal:
- When presented with a picture, the participant will name a category that the item belongs to.

Materials Needed:
- Pictures of items that can be categorized into larger groups

Instructions for Caregivers:
- Present a picture to the participant.
- Ask, "What group does this belong to?"

Typical Stimuli:
- Apple- fruit, broccoli- vegetable, potato- vegetable, lion- animal, screwdriver- tool, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact Item Features- 12T

Goal:
- When presented with a picture, the participant will state a physical feature of something in the picture.

Materials Needed:
- Pictures of any items

Instructions for Caregivers:
- Present a picture to the participant.
- Say, "Tell me something about this."

Typical Stimuli:
- Elephant- Heavy, Lion- Has a tail, Bear- Furry, Zebra- has stripes, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Tact: I See- 12U

Goal:
- After observing his or her immediate environment, the participant will say the name of objects/people in the environment.

Materials Needed:
- Items in the natural environment which are within eyesight

Instructions for Caregivers:
- Ask the participant, "What do you see?"
- He or she must respond with the phrase, "I see___," and label something within eyesight.

Typical Stimuli:
- Books, toys, bed, television, mom, dad, chair, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Tact Community Signs- 12V

Goal:

- **When presented with a picture of a community sign, the participant will say the name of the sign.**

Materials Needed:

- Pictures of signs typically found in the community

Instructions for Caregivers:

- Show picture of a sign.
- Say, "What is it?"
- The participant should label the sign accurately.

Typical Stimuli:

- Stop sign, pedestrian crossing sign, railroad crossing, one way, restroom, etc.

ulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Match Size- 13A

Goal:
- When presented with an array of identical items that vary by size, the participant will pair the items of identical size.

Materials Needed:
- Out of a large amount of identical items that vary only by size, pairs of items identical in size

Instructions for Caregivers:
- Place an array of 3-10 uniquely sized items in front of the participant.
- Give the participant an item that matches the size of an item in the array.
- Say, "Put with same."

Typical Stimuli:
- Blocks, bowls of same food, pieces of paper, stacks of tiles, piles of cards, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Sort Items by Feature- 13B

Goal:
- When presented with an array of items, the participant will sort them into piles based on a particular physical feature.

Materials Needed:
- Pictures or actual items that have same features

Instructions for Caregivers:
- Put multiple items on a flat surface, each representing a different feature.
- Put out as many bowls as there are types of features among the items (i.e., 3 bowls for 3 distinctive features).
- Say, "Sort", and the participant should group items by features into the different bowls.

Typical Stimuli:
- Any item, animal, etc. which has a specific feature (e.g., noses, wings, wheels, buttons, doors, etc.)

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Sort Items by Class- 13C

Goal:

- **When presented with an array of different items, the participant will sort them into piles based on the category that they are in.**

Materials Needed:

- Items or pictures of items belonging to the same classes/categories of similar objects

Instructions for Caregivers:

- Put multiple items on a flat surface, each representing a different class.
- Put as many bowls out as there are categories of items (i.e., 3 bowls for 3 distinctive categories).
- Instruct the participant to sort the items according to their category.

Typical Stimuli:

- Food, toys, clothing, vehicles, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Count Items- 13D

Goal:
- **When presented with an array of items, the participant will count them aloud.**

Materials Needed:
- Various identical items

Instructions for Caregivers:
- Place an array of 3-10 items in front of the participant.
- Have him or her count out loud for each item touched.
- Have the participant count up to 10 items.

Typical Stimuli:
- Cards, bingo chips, food items (e.g., pretzels, popcorn), blocks, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Intraverbal: Counting- 13E

Goal:
- After being given a string of consecutive numbers, the participant will state the next number.

Materials Needed:
- None

Instructions for Caregivers:
- Start counting to 10 but stop at a number before 10 or take turns counting numbers.
- Be sure to vary which numbers they are counting.

Typical Stimuli:
- 1, 2, 3, ______; 6, 7, 8, ______

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Intraverbal: Count Backwards- 13F

Goal:
- **After hearing a string of consecutive numbers counted backwards, the participant will continue counting.**

Materials Needed:
- None

Instructions for Caregivers:
- Start counting backwards from a number no larger than 10.
- Stop counting and allow the participant to continue counting down.

Typical Stimuli:
- 6, 5, 4, 3, ______ ; 8, 7, 6, ______

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Rhyming- 13G

Goal:
- When provided with a target word, the participant will state a word that rhymes with a target word.

Materials Needed:
- None

Instructions for Caregivers:
- Say, "What rhymes with___," and say a word with a lot of possible rhymes

Typical Stimuli:
- Tar/Car; Train/Crane; Date/Bait

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Intraverbal: Adverbs- 13H

Goal:
- **When provided with an incomplete sentence, the participant will complete the sentence with an appropriate adverb.**

Materials Needed:
- None

Instructions for Caregivers:
- Start a phrase or sentence that can end in an adverb.
- Wait for the participant to finish the sentence with a descriptive word.

Typical Stimuli:
- "The rabbit ran ___," "The turtle moved ___," "In the library, people speak ___," "The car moves really ___."

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Intraverbal: Story Questions- 13I

Objective:
- **After being presented with a story or watching a video, the participant will respond to questions appropriately.**

Materials Needed:
- Various stories or short movie clips

Instructions for Caregivers:
- Read a story to child or show a brief movie clip.
- Ask the child questions afterward about what happened.

Typical Stimuli:
- How many little pigs were there? Who fell down? What was the cat's name? What jumped over the moon?

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Silent Reading- 13J

Goal:
- After being given time to read a sentence silently, the participant will correctly answer questions about the sentence.

Materials Needed:
- Written sentences

Instructions for Caregivers:
- Present the participant with a sentence.
- Have the participant read a sentence silently.
- Say to the participant, "Tell me what happened."

Typical Stimuli:
- Have the participant read the sentence "The dog sat down."
- Ask "Who sat down?"
- Correct: "The dog!"

timulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Intraverbal: "Wh" Questions- 13K

Goal:
- **When presented with a basic what, why, where, or when question, the participant will answer appropriately.**

Materials Needed:
- None

Instructions for Caregivers:
- Pick a topic.
- Ask a question starting with each of the following: what, why, when, where.

Typical Stimuli:
- Topic: Lunch- "What did you eat for lunch?"; "When was lunch?"; "Where did you eat?"; "Why did you eat a sandwich?"

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Textual: Sounding Out Letters in Words- 13L

Goal:

- **When presented with a letter within a word, the participant will say the correct phonetic sound of that letter.**

Materials Needed:

- Cards with words printed on them

Instructions for Caregivers:

- Point to a letter in the word.
- Say, "What sound does it make?"
- Continue pointing to the rest of the letters in the word while requiring the participant to make the sound.

Typical Stimuli:

- Written words (cat, dog, hat, bat, apple, etc.)

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Arrange Items by Size- 13M

Goal: • **When presented with an array of differently sized items, the participant will place them in order based on size.**
Materials Needed: • Identical items that vary only by size
Instructions for Caregivers: • Put all items on a flat surface in front of the participant. • Say, "Line these from smallest to largest" or "Line these from biggest to smallest."
Typical Stimuli: • Blocks, bowls of same food, pieces of paper, stacks of tiles, piles of cards, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: My/Your- 13N

Goal:
- **When presented with a "my" or "your" cue in conjunction with a body part, the participant will appropriately identify it on the instructor's body or his or her own body.**

Materials Needed:
- None

Instructions for Caregivers:
- Ask, "Where is (my/ your) ____?" and name an item of clothing or body part.

Typical Stimuli:
- My shoes, your hair, my face, my arm, your socks, my shirt, etc.

ulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Intermediate Intraverbals- 130

Goal:

- **When presented with a question regarding his or her life, the participant will answer appropriately.**

Materials Needed:

- None

Instructions for Caregivers:

- Ask the participant a question about his or her life.
- Be sure to know the answer prior to asking.

Typical Stimuli:

- "What vehicle did you ride to school today?" Correct: "A bus." Incorrect: "I'm hungry." Prompt: "A school____" or "The big, yellow ___."

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Transcription: Taking Dictation- 13P

Goal:

- **When a word is spoken to the participant, he or she will write it.**

Materials Needed:

- Paper, pencil/marker/crayon/pen

Instructions for Caregivers:

- Say, "Write ___," and a short word with 2-3 letters.
- Sound out each letter as you say the short word.

Typical Stimuli:

- Spoken words cat, dog, me, we, see, hat, rat, top, pit, man, kid, box

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Mand for Items Across the Room- 13Q

Goal:
- When a preferred item is placed away from the participant, he or she will request it.

Materials Needed:
- Preferred items

Instructions for Caregivers:
- Show the participant the preferred item while near him or her.
- Put it on other side of room.
- While pointing to the item, ask, "What do you want?"

Typical Stimuli:
- Various preferred items (edibles, toys, paused movies, computer, etc.)

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Mand for Items Not in Room- 13R

Goal:
- **When a preferred item is placed in a different room than the participant, he or she will request it.**

Materials Needed:
- Preferred items

Instructions for Caregivers:
- Hide an item the participant has been playing with frequently outside of the room.
- When the participant is searching for item, say, “What do you want?”

Typical Stimuli:
- Various preferred items (edibles, toys, paused movies, etc.)

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Mand for Needed Items- 13S

Goal:
- **When the participant is presented with a familiar task, he or she will request the items needed to complete that task.**

Materials Needed:
- Tasks that require several materials

Instructions for Caregivers:
- Present the participant with a task.
- Have one needed item missing.
- When the participant reaches the point where the missing item is needed, prompt "I need ___."

Typical Stimuli:
- Spoon (while eating soup), shoes (when going outside), toothbrush (when getting ready for bed)

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Mand for Help- 13T

Goal:

- **When presented with a difficult task, the participant will request help when needed.**

Materials Needed:

- Items required for a fine/gross motor task that the participant has difficulty doing

Instructions for Caregivers:

- Ask the participant to perform a difficult task (e.g., tying shoes).
- Prompt the participant to say “Help.”

Typical Stimuli:

- Tying shoes, getting items from high up places, opening containers, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Mand for Item from Peer- 13U

Goal:

- When a preferred item is being used by a peer, the participant will request to share the item.

Materials Needed:

- Highly preferred items such as toys, candy, or other small pieces of food; Peer of the participant

Instructions for Caregivers:

- Show the item. Give the item to the participant's peer.
- Prompt the participant to ask, "Could you share that with me?"
- If needed, prompt the peer to provide the item following a correct response.

Typical Stimuli:

- Candy, toys, items needed for preferred activities, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Mand for Escape- 13V

Goal:
- **When presented with an annoying stimulus, the participant will request to take a break or to stop.**

Materials Needed:
- Items the participant doesn't like

Instructions for Caregivers:
- Present the annoying stimulus (i.e., high pitched noise).

Typical Stimuli:
- Annoying noises, TV shows the participant doesn't like, activities the participant doesn't like

imulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Mand for More Information- 13W

Goal:
- When a preferred item is hidden, the participant will request information to solve the problem.

Materials Needed:
- Preferred items

Instructions for Caregivers:
- Hide a preferred item.
- Tell the participant that he or she can have the preferred item.
- Then give some general information concerning where it is (e.g., it's in the kitchen).

Typical Stimuli:
- Candy, movies, favorite toys, items needed to do preferred activities, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Mand for Permission- 13X

Goal:

- **When told that he or she needs to receive permission, the participant will ask for it appropriately.**

Materials Needed:

- Preferred items and activities

Instructions for Caregivers:

- Provide the participant with 2 preferred items or activities to choose from, and allow them to pick one.
- Tell the participant that they may have the item or activity that they chose if they ask permission.

Typical Stimuli:

- Going outside unattended, riding his bike to the end of the street, going to a friend's house, preferred activities

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Addition- 14A

Goal:
- When presented with an array of items, the participant will use them to aid in adding single digit numbers.

Materials Needed:
- 10 of the same counting objects- bears, bingo chips, coins, slips of paper

Instructions for Caregivers:
- Place between 1 and 10 items in front of the participant.
- Say, "How many ______ are there?"
- Then give a small amount more.
- Say, "Add ______. Now how many are there?"

Typical Stimuli:
- 1+1, 2+1, 3+1, 4+1, 1+2, 2+2, 3+2, 4+2, 5+3, 6+1, 3+3, 4+2, 3+5, etc.
- Use only single digits and start with small additions.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Subtraction- 14B

Goal:
- **When presented with an array of items, the participant will use them to aid in subtracting single digit numbers.**

Materials Needed:
- 10 of the same counting objects- bears, bingo chips, coins, slips of paper

Instructions for Caregivers:
- Place between 1 and 10 items in front of the participant.
- Say, "How many ______ are there?"
- Say, "Take away ______. Now how many are there?"

Typical Stimuli:
- 1-1, 2-1, 3-1, 4-1, 5-1, 6-1, 2-2, 3-2, 4-2, 6-4, 6-3, 5-3, etc.
- Use only single digits and start with small subtractions.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Advanced Addition- 14C

Goal:
- **When presented with an array of items, the participant will use them to aid in adding numbers up to twenty.**

Materials Needed:
- 20 of the same counting objects- bears, bingo chips, coins, slips of paper

Instructions for Caregivers:
- Place between 11 and 20 items in front of the participant.
- Say, "How many ______ are there?"
- Then give him or her more of the item.
- Say, "Add ______. Now how many are there?"

Typical Stimuli:
- 1+1, 2+1, 3+2, 6+8, 7+4, 5+1, 9+1, 15+1, 15+6, 13+3, etc. Start with small additions and increase difficulty.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Advanced Subtraction- 14D

Goal:
- **When presented with an array of items, the participant will use them to aid in subtracting numbers up to twenty.**

Materials Needed:
- 20 of the same counting objects- bears, bingo chips, coins, slips of paper

Instructions for Caregivers:
- Place between 11 and 20 items in front of the participant.
- Say, "How many ______ are there?"
- Say, "Take away ______. Now how many are there?"

Typical Stimuli:
- 1-1, 5-4, 9-8, 7-5, 3-1, 3-2, 6-4, 15-1, 16-2, 19-3, 18-8, 17-5, etc. Start with small subtractions and increase difficulty

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Metaphorical Emotions- 14E

Goal:
- **When presented with an object modeling a particular emotion, the participant will identify the emotion.**

Materials Needed:
- Various objects or pictures related to emotional feelings or physical feelings

Instructions for Caregivers:
- Ask, "If you were this ____, what would you feel like?"
- Present an object with a similarity to an emotion or physical feeling.

Typical Stimuli:
- Wilted flower: sad
- Dry flower: thirsty
- Shaking bottle: nervous
- Wiggling noodle: silly
- Raging storm: mad

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Math Intraverbals- 14F

Goal:
- **When vocally provided with a simple math problem, the participant will answer it aloud.**

Materials Needed:
- None

Instructions for Caregivers:
- Vocally tell the participant to complete a simple math problem.

Typical Stimuli:
- What is 2+4? What is 5-2? What is 3+3?

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: My/Your/His/Hers- 14G

Goal:

- When presented with pronoun cues, the participant will point to the correct person based on the cues.

Materials Needed:

- A male doll and a female doll

Instructions for Caregivers:

- Set up the dolls on a flat surface in front of the participant.
- Say, "Where is (my, your, his, her) (item of clothing or body part)?"

Typical Stimuli:

- My shoes, your hair, my face, my arm, your socks, my shirt, his shoes, her eyes, his pants, her hair, etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Guessing- 14H

Goal:
- **When provided with little information, the participant will guess the answer to a question.**

Materials Needed:
- None

Instructions for Caregivers:
- Deliver a statement to the participant that begins with "Guess."

Typical Stimuli:
- "Guess who I saw," "Guess what I ate yesterday," Guess when your friend will be here," "Guess how much of your lunch you will eat," "Guess how many math problems you can answer correctly," etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Nomination and Double Tacts- 14I

Goal:

- **When presented with a stuffed animal and asked to name it based on physical features, the participant will provide an appropriate nickname.**

Materials Needed:

- Stuffed animals

Instructions for Caregivers:

- Tell the participant to name the animal based on what he looks like.
- Present a stuffed animal.

Typical Stimuli:

- Teddy bear- Mr. Fluffums, elephant- snouty, dog- googly Ralph (if he has big eyes), Lion- Furrocious

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Self-editing: Interruptions- 14I

Goal:
- **After being interrupted, the participant will respond appropriately.**

Materials Needed:
- None

Instructions for Caregivers:
- Ask the participant to tell a story or talk about their favorite subject.
- Once the participant has begun to tell the story, interrupt them.
- Appropriate responses could include: waiting for the interrupter to finish their comment before continuing or asking the interrupter to "please wait."

Typical Stimuli:
- Story books

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Self-editing: Word Choice- 14K

Goal:
- When speaking, the participant will use correct word forms.

Materials Needed:
- None

Instructions for Caregivers:
- If the participant uses a word inappropriately (e.g., says "them people" instead of "those people"), tell the participant "no" immediately upon incorrect word use.
- Model appropriate word use have the participant imitate.

Typical Stimuli:
- Using "them" instead of "those," saying "ain't" instead of "are not," etc.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Basic Autoclitics- 14L

Goal:
- **When an item is hidden from a participant, he or she will use phrases like "maybe" or "it might be" to indicate uncertainty.**

Materials Needed:
- A small item like a button or a ball

Instructions for Caregivers:
- Show the participant the item.
- Hide the item in one of your hands.
- Hold your closed hands out and ask the participant to choose which one the ball is in.

Typical Stimuli:
- Which hand has the button?

imulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Advanced Intraverbals- 14M

Goal:
- **When presented with a comment on a topic, the participant will make comments related to the conversation.**

Materials Needed:
- None

Instructions for Caregivers:
- Make a comment on any topic.
- Ask, "What do you think?"

Typical Stimuli:
- "I'm watching TV." Correct: "I'm doing work right now." Incorrect: The participant says nothing, repeats what you say, or makes an unrelated comment. Prompt: "What are you doing?"
- "It's really sunny today." Correct: "Yesterday it was windy." Incorrect: "I want to eat candy. " Prompt: "How do you like the weather?"

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Metonymical Tacts: Receptive- 14N

Goal:
- **When presented with an array of pictures, the participant will point to a picture based on an uncommon name.**

Materials Needed:
- Pictures of stimuli whose names are often substituted for the name of a similar stimulus

Instructions for Caregivers:
- Place an array of 3-10 stimuli in front of the participant.
- Ask the participant to hand you one of the stimuli by referring to a relevant feature or a related word, but not its name.

Typical Stimuli:
- Hand me dead presidents- the participant hands you a picture of money.
- Hand me the cake- the participant hands you a picture of a present.
- Hand me the bird- the participant hands you a picture of an airplane.
- Hand me a light- the participant hands you a picture of a lamp.

imulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Delayed Recall and Audience- 140

Goal:

- After hearing a sentence or message and waiting for ten seconds, the participant will restate it.

Materials Needed:

- None

Instructions for Caregivers:

- Tell the participant a statement of 5-10 words.
- Say, "Tell ______ what I said."
- Send the participant off to relay your message to that person (Who will already know the message).
- Have the other person provide reinforcement if the message was reported accurately.

Typical Stimuli:

- Tell Steve, "Hey, cheer up, young man," while Steve is about 10 steps away
- Tell Laura, "The teacher needs to borrow your stapler," when Laura is down the hall.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Metonymical Tacts: Expressive- 14P

Goal:

- **When presented with an item, the participant will say an uncommon name for that item based on features.**

Materials Needed:

- Pictures of stimuli with names that are often substituted for the name of something similar.

Instructions for Caregivers:

- Place a stimulus in front of the participant.
- Ask him or her to name the stimulus.
- Then, say, “What else could you call it?”

Typical Stimuli:

- Picture of money- the participant says, *"paper."*
- Picture of a birthday present- the participant says, *"party."*
- Picture of a bottle- the participant says, *"baby."*
- Picture of a lamp- the participant says, *"night time."*

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

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2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Audience: Show and Tell- 14Q

Goal:

- When provided with an item, the participant will describe it with at least fifteen words in front of several other people.

Materials Needed:

- One of the participant's items, or any preferred toy the participant plays with at school

Instructions for Caregivers:

- Have the participant stand in front of the classroom and engage in show and tell.
- Say, "Tell us about your ____."

Typical Stimuli:

- The participant's favorite toy, the participant's favorite game, the participant's backpack, items the participant frequently uses

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Public Accompaniment: Receptive- 14R

Goal:

- **When presented with objects associated with a feeling, the participant will point to what someone might be feeling based on the presence of that object.**

Materials Needed:

- Stimuli that often accompany emotions or feelings such as food when hungry, pillow when tired, tears when sad, etc.
- Cards with emotions or feelings written on them.

Instructions for Caregivers:

- Present the participant with an array of 3-10 emotion cards.
- Show him or her a stimulus that accompanies an emotion or feeling.
- Say, "Choose what I might be feeling right now."

Typical Stimuli:

- Thirsty: show water; Hungry: hold some food; Tired: take out a pillow; Pain: show a bandage; Sad: show tissues.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Public Accompaniment: Expressive- 14S

Goal:

- **When presented with a physical depiction of an emotion the participant will say what that person may be feeling.**

Materials Needed:

- Items or pictures of items that correspond to an emotion or a physical feeling

Instructions for Caregivers:

- Choose an emotion or physical feeling.
- Present a stimulus that commonly coincides with that feeling
- Ask, "What might I be feeling right now?"

Typical Stimuli:

- Thirsty: show water; Hungry: hold some food; Tired: take out a pillow; Pain: say 'ouch'; Sad: put fake tears on your eyes ; Happy: have someone give you a compliment in front of the participant; etc. NOTE: do not to act anything out, just present stimuli that often accompany emotion or feeling.

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

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2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Verbal Report: Tacting Behavior- 14T

Goal:

- **After performing an action, the participant will describe his or her own behavior with at least eight words.**

Materials Needed:

- None

Instructions for Caregivers:

- Contrive a situation where the participant performs some action.
- Ask the participant, "What did you do?"

Typical Stimuli:

- Have the participant select one of two items, have them turn off a light, etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Verbal Report: Purposes of Behavior- 14U

Goal:

- After choosing an item, the participant will describe why they chose that item.

Materials Needed:

- Pictures of colors, pictures of animals, pictures of emotions, pictures of family members, etc.

Instructions for Caregivers:

- Arrange 3-10 items in a way that will lead the participant to pick a certain stimulus.
- Tell the participant to pick one that is correct.
- After the participant selects, ask, "Why did you pick that one?"

Typical Stimuli:

- Place a stimulus very close to the participant, select stimuli that are all alike except 1, touch and wiggle one of the stimuli, put them all straight except one crooked.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Collateral Responses- 14V

Goal:

- **When presented with a behavior related to an emotion, the participant will say what the other person may be feeling.**

Materials Needed:

- None

Instructions for Caregivers:

- Ask, “What might I be feeling right now?”
- Choose an emotion or physical feeling, and engage in other behavior that commonly coincides with that feeling or emotion.

Typical Stimuli:

- Thirsty: stick your tongue out and pant, drink water; Hungry: Eat something; Tired: yawn or lie your head down; Elbow Pain: hold your elbow with one hand and make a sound like you’re hurt; Foot pain: walk with a limp; Angry: Cross your arms; Scared: shake; Sad: sniffle; etc.

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

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2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: Guessing the Future- 14W

Goal:

- **After hearing or observing an incomplete story, the participant will use phrases such as "maybe or "I think" when guessing to indicate uncertainty about what happens next.**

Materials Needed:

- Unfamiliar stories or video clips

Instructions for Caregivers:

- Read a part of a story or show part of a video clip.
- Ask the participant, "What do you think happens next?"

Typical Stimuli:

- Tell the Jack and Jill story, but stop before they fall. Ask, "What do you think happens next?"
- Show a clip of a boy riding a skateboard, stop the clip, say "Guess what happens next."

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Uncertainty and Autoclitics- 14X

Goal:

- **When provided with incomplete information about a hidden item, the participant will use "maybe" or "I think" to indicate uncertainty about what the item is.**

Materials Needed:

- A box and objects that fit inside the box such as a comb, a shoe, etc.

Instructions for Caregivers:

- Secretly put an object inside the box.
- Tell the participant 1-3 hints about the object.
- Have the participant guess what is in the box.

Typical Stimuli:

- Hint: "You use it on your teeth." "You brush with it." "You use it every morning." Correct: I don't know a toothbrush? Incorrect: Toothbrush!
- Hint: "It has 4 legs." Correct: Maybe a cow. Incorrect: A Cow!

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Telling a Joke- 14Y

Goal:
- **When provided with example jokes, the participant will tell a joke to an individual using appropriate timing and delivery.**

Materials Needed:
- A book of jokes or a list of easy jokes with question and response style jokes

Instructions for Caregivers:
- Provide the participant a joke book.
- Say, "Tell me a joke." Have the participant read a joke.

Typical Stimuli:
- "Why didn't the teddy bear eat lunch? –Why?" Because he was stuffed! (be sure to focus on HOW the participant says the joke and gives you a chance to respond.
- "What do you call a sleeping bull?" -A bulldozer!

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet
Program Name: Jokes and Audience- 14Z

Goal:
- **When provided with example jokes, the participant will tell a joke to a group of people using appropriate timing and delivery.**

Materials Needed:
- A book of jokes or a list of easy jokes with question and response style jokes.

Instructions for Caregivers:
- Give the participant a joke book.
- Have the participant read a joke by saying, "Tell everyone a joke," while others are watching.

Typical Stimuli:
- "Why didn't the teddy bear eat lunch? –Why?" Because he was stuffed! (be sure to focus on HOW the participant says the joke and gives you a chance to respond).

Stimulus:	Stimulus:	Stimulus:
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	Date Mastered
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

Program Instruction Sheet

Program Name: ____________________

Goal:

-

Materials Needed:

-

Instructions for Caregivers:

-

Typical Stimuli:

-

Stimulus:	**Stimulus:**	**Stimulus:**
1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

	Date Introduced	**Date Mastered**
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts

2= multiple prompts or reduced stimulus array eventually produced a response

4= 2 prompts at most produced the response with full stimulus array

8= 1 single prompt of either verbal or visual nature

10= independent accuracy on response with no prompt

PEAK Report Card: Direct Training Programs

Name: ____________________

Program Title: ☐ **Number:** ☐

Date Started: ____

Date Now: ____

0 25 50 75 100

Program Title: ☐ **Number:** ☐

Date Started: ____

Date Now: ____

0 25 50 75 100

Program Title: ☐ **Number:** ☐

Date Started: ____

Date Now: ____

0 25 50 75 100

Program Title: ☐ **Number:** ☐

Date Started: ____

Date Now: ____

0 25 50 75 100

Program Title: ☐ **Number:** ☐

Date Started: ____

Date Now: ____

0 25 50 75 100

Instructions: Enter the program title/number, date started, and last assessment date. Using a marker or highlighter, fill each bar to the score obtained on each date to display progress.